

PERSONAL COLUMN

At the North of England Education Conference earlier this month I touched upon the "free speech" issue in 10 sentences. "Somewhat compressed", was the way *The TES* leader, struggling to stay polite, described the result.

So here goes again. What restrictions, if any, is it proper to place on a person employed by a local education authority from saying or writing what he or she pleases? The law relating to defamation is an obvious limitation but, beyond that, it is all to play for.

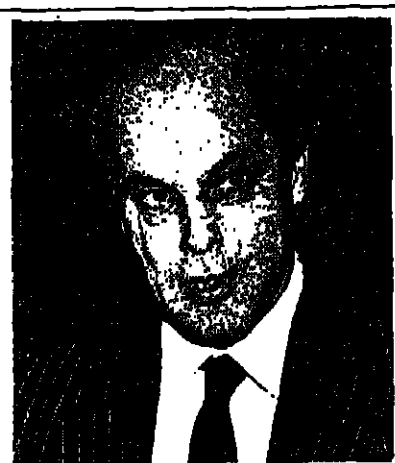
One view is that, as this is a free country, everyone is entitled to have an opinion on anything and should be entitled to express it. At the other extreme is the view that an employee should behave like a parrot under a green baize cloth; quiet until someone else removes the cover.

Of any activity carried out by an employee as a private citizen, at least one council used to require "at all times to be satisfied that its interests were not being detrimentally affected." And as for appearing on television, the employee was "required to obtain beforehand permission from the appropriate committee of the council, to submit the script of his broadcast for approval and to pay the fee received by him into the county fund." So much for any hope of a sudden chat-show windfall.

Is there any solid ground, somewhere between complete freedom and severe restraint, on which a local authority and its employees can build agreement? J S Mill is solid enough. In the introduction to *On Liberty* he explains that his views are built "on one very simple principle": namely, "that the only purpose for which power can rightfully be exercised over any member of a civilized community, against his will, is to prevent harm to others".

Mill was not dealing with employer/employee relationships but the principle of harm has much to commend it. There are two types of harm to be avoided. The first concerns other individuals and can be simply expressed: one employee should not be permitted to harm another.

For example, I put it rather ponderously to some gossip in 1980: "If it is your view that someone or other within the service is



PETER NEWSAM

Public speaking

'Should an l.e.a. employee behave like a parrot... quiet until someone removes the baize cover?'

acting improperly, that view, with evidence for it, should be submitted to me. If there is no such evidence, views of this kind should not be expressed to third parties. The fundamental principle is that no one should be complained of without being made aware of the nature of the complaint and being given a chance to answer it."

Obvious? But just this month a head, not from London, told me he was having to answer, at a governors' meeting, criticisms contained in an *anonymous* letter to one of the governors. If an l.e.a. has not got as far as ensuring that such letters are put straight into the shredder, it is unlikely to be more sensible in dealing with criticisms from named people. So there need to be rules for preventing one employee harming another. Anyone who thinks such matters can be left to professional etiquette these days must be dreaming.

The second type of harm is the one that makes martyrs and has newspaper circulation managers licking their chops. It arises when an employee says or publishes potentially harmful things affecting the l.e.a. that employs him. Here I would define harm as anything which adversely affects the performance of an authority's statutory functions.

On this definition, there is rarely any harm in being rude about one's employer at public consultative meetings on, say, the

future of one's school. Forceful opposition may upset the platform party, but there is little evidence that it does harm in the sense of reducing a school's efficiency. On the contrary, opposition to authority often does wonders for a school's performance.

But it is different if what an employee says or writes is found to harm the employing authority in the exercise of its functions. The example I used at the North of England Conference was of an imagined rural head who went rabbling on to the effect that a mixture of environment and heredity rendered his pupils as thick as planks.

In the ensuing uproar, children's education might well be disrupted. It is not the head's opinions, perverse though the authority might believe them to be, which then must worry the authority; it is the fact that their effect is to prevent the authority from carrying out its statutory duty to provide efficient instruction.

So running a school on to the rocks or reducing the reputation or effectiveness of other schools, in whatever manner, is not something any l.e.a. should be required to accept from an employee.

On the other hand, just as there is a duty on an employer to protect employees from unfair attack, there is an equivalent duty to defend institutions which are similarly being undermined.

Even when agreement between employer

and employees has been reached on how to tackle free speech issues there will always be grey areas. This is where common sense is needed. For example, employees might be advised to consult someone at a council hall before going public on such matters.

- incidents likely to involve legal or disciplinary proceedings;
- matters with political implications;
- incidents or allegations likely to embarrass or damage the school or other schools;
- any request to film or interview children for broadcasting.

The consequence of such common-sense arrangements is clear. If advice is asked for and acted upon and things go badly, the authority should take responsibility. If advice is ignored or no advice is sought, the responsibility for any ensuing turmoil falls fairly and squarely on the employee.

And what is sauce for teachers is equally sauce for inspectors, administrators and, suppose, cabinet ministers, car salesmen, bishops and even chief constables. But this is another story.

NEXT WEEK

Down the Old Kent Road
Sue Surkes looks at some inner city children's view of life as expressed through their writing

A special need
Barry Taylor assesses progress since the 1981 Act on special needs, and suggests that what is needed most is a sense of direction at the top.

Hard drug lessons
Liz Swinden on teaching materials for all ages from primary to YTS

Classroom comrades
The Communist Party's defence of the comprehensive school

Extra: Modern Languages

NOTICEBOARD

No 290 CROSSWORD by R. H. B.

PEOPLE...

Mr Richard Freeman, executive director of the National Extension College, to be director of courses at the Open College.

Professor Sir John Butterfield, Master of Downing College, Cambridge, to be the new president of the British Universities Sports Federation.

Dr George Moore, technical director of British Insulated Callender's Cables, to become a member of the visiting committee for Cranfield Institute of Technology.

Mr Peter Talbot, principal of Queen Alexandra College, Birmingham Royal Institution for the Blind, to be head of Dorset House school, near Sevenoaks, Kent, from the summer term.

Mr Trevor Vickers, head of drama at Roehampton Institute, to be director of Greater London Arts.

CONFERENCES...

February 14
Irish dimensions in British education. A look at Irish studies, curriculum development and "revisionism" for teachers, parents, first and second generation Irish, Irish community organizations and all interested in the relationship between culture and education. Speakers: Dr Roy Foster and Dr Roger Austin. At Soar Valley College, Glenageary Avenue, Leicester LE4 7DY. Details from N. Danaher, Irish Studies Co-ordinator, Soar Valley College.

March 7
First joint national conference of the British Association for Language Teaching and the

Modern Language Association at the School of Education, University of Nottingham on *Using authentic materials for GCSE and A-level*. Speakers include Heather Corless, Margaret Turner, Penny Capore, Cate Morris, Liz Roseman and Ann Miller. Tickets from Ian Tey, 14 Alexandra Road, Leicester LE2 2BB, price £2 (£4 non-members).

March 25
Towards the next general election for sixth-formers and FE college students at Central Hall, Westminster, with David Owen, Cyn Smith, John Prescott, Norman Tabbitt and Lord Pitt. Tickets £4.50 from Education and Training Seminars, 60 South Molton Street, London W1Y 2AX.

COURSES...

February 25
Solvent misuse in context. National Children's Bureau and the Dorset Drugs Advisory Service seminar for professionals and volunteers whose work brings them into contact with people who snuff solvents. Speakers include Alison Murray, Richard Ives, Ann Stoker and Dr Stephen Stanbury and there will be group discussion of case studies. Fee £25. Details from the DAS office, 79 Old Christchurch Road, Bournemouth, where the seminar will take place.

March 28
Who's the governor? An examination of the partnership of governors, heads and others in schools organized by the College of Principals' eastern region at The Crescent, Brixton Centre, Peterborough, with Joan Salts and Arthur Spinks. The seminar will look particularly at the problems of

governing bodies with special reference to the 1980 and 1986 Education Acts. Details from the Course Secretary, Woodland View, Lower Road, Holme Hale, Thetford, Norfolk. Please enclose a stamped addressed envelope, not less than 22cm x 10cm.

April 7-9
Education in intermediate treatment and other units organized by Her Majesty's Inspectorate for teachers, youth workers and others working with disadvantaged young people. The role of the education service, the organization of educational provision and the nature of the curriculum in intermediate treatment and other units will be examined and there will be an opportunity for participants to exchange and explore practice. Details of the course, which will be held at St Hilda's College, Oxford, and will cost around £65, are available from HMI Support Services (Short Courses), Room 4/21, DES, Elizabeth House, York Street, London SE1 7RH.

EVENTS...

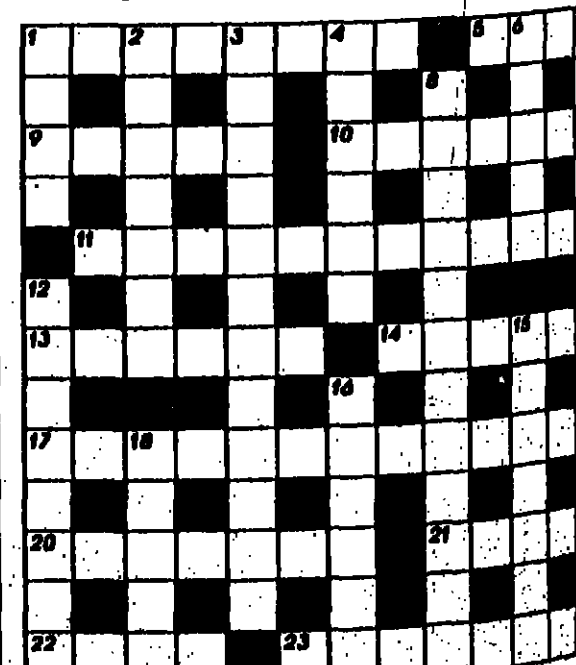
February 4 and 15
Two lectures organized by the British Educational Management and Administration Society, one by John Meini, is on *Managing major change at the North London College, London N7*. The second, by Joan Salts, is on *The Education Act 1986: threat or opportunity?* at the Elan Wilkinson high school, Ealing. Details from Elsa Davies, Whitehall School, Cowley Road, Uxbridge Middle, UB8 3JX. February 29-31
A production in German of Georg Büchner's *Woyzeck* by Godesmin

College German Society to be performed in the college's George Wood Theatre. Tickets £2 adults, £1.50 school children, students and senior citizens and £1 per person for parties over 15 from The Secretary, German Department, University of London Goldsmiths College, New Cross, London SE14 6NW, 01-692 7171 ext 2281. Matinee at 2.30pm on Wednesday, February 11.

PUBLICATIONS...

Writing in Wales
The Welsh Academy, the national society of the writers of Wales, has published a resource pack which includes a tape of mainly contemporary Anglo-Welsh writers reading their own work, accompanying notes, biographies of the writers, teachers' notes and a booklet on the *Writers on Tour* scheme. It costs £5 including postage and is available from the Welsh Academy, 3rd Floor, Mount Stuart House, Mount Stuart Square, Cardiff CF1 6DQ.

World Wildlife Fund
A free information pack on the WWF's educational materials for teachers of 7 to 18-year-olds is now available. It contains details of about 25 different publications and cross-curricular environmental education programmes and introduces a wide range of books, pamphlets, records, cassettes, posters, teachers' packs and games. Available on receipt of a stamped addressed envelope, at least 17.5cm x 25.5cm with 38p in stamps to The Education Department, WWF-UK Panda House, 11-13 Ockford Road, Godalming, Surrey GU7 7JQ.



Across

- 1 Walk around one's garden (6)
- 2 Space to turn round and berth (4)
- 3 Superstitious attraction (5)
- 4 "The things they're told are incredible" (7)
- 5 All alone, like Neilson (6-5)
- 6 "Water-pipes should be kept behind" (6)
- 7 Air pressure (6)
- 8 Removed all the crooks? (12)
- 9 Unravelling suggestion for economy (7)
- 10 Fairly close of time (5)
- 11 Late arrivals catch the ferry here (4)
- 12 Irresolution is a falling (5)
- 13 It's good to be in a... (4)
- 14 "I've got you" (4)
- 15 Unusually good... (4)
- 16 "I've got you" (4)
- 17 "I've got you" (4)
- 18 "I've got you" (4)
- 19 "I've got you" (4)
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- 39 "I've got you" (4)
- 40 "I've got you" (4)
- 41 "I've got you" (4)
- 42 "I've got you" (4)

Down

- 1 Wolves forwards playing rugby (6)
- 2 University study (7)
- 3 Made things less attractive? (12)
- 4 Seasonal address? (6)
- 5 Had conceded (5)
- 6 Occupier who left neither top nor bottom in rest (8)
- 7 Run the river, as a purveyor (5, 4)
- 8 College of... (4, 5)

Educational Supplement

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Shared staff may conquer shortages

by James Meikle

Qualified scientists and mathematicians may be offered the chance to split their careers between schoolteaching and industry under two local recruiting initiatives.

British Petroleum is investigating with Hertfordshire and Humberside education authorities whether more people can be encouraged to teach shortage subjects while working in industry. National figures for 1984 showed that 23,000 qualified maths and physics teachers, aged under 60, no longer worked in schools.

Small recruitment teams will test interest in joint appointments under which industry and the councils share the cost of salaries.

Possible arrangements include giving newly-trained teachers an induction period in industry, establishing contacts with a company later on or splitting the working week between the two.

Other proposals include greater use of industrialists as consultants, possibly helping trained teachers with small groups of pupils, or including business experts in curriculum development.

An idea that has had some success in Surrey is to see whether retired industrialists can be coaxed into a late second career in teaching after appropriate training.

The recruitment drive is aimed at people trained in business studies and computing skills as well as the key shortage areas of physics, maths, and craft, design and technology.

Joint appointment is seen as a logical development of long-term secondment schemes.

The Hertfordshire and Humberside projects grew from local contacts. On one, Mr Don Bootle, a retired personnel manager with BP Shipping, and Mrs Margaret Darby, a seconded head, are working together. On the other, Mr John Prescott, former manager of BP's North Sea gas terminal at Eastington, and Mr Brian Lowe, another seconded head, are collaborating.

The Government is watching the initiatives keenly and hopes more companies will take part in such schemes, which offer tax relief to firms who second staff.

It hopes that some of the money it is granting higher education for remedying shortages through "conversion" and other courses may be devoted to forging links between research teams in universities and polytechnics and schoolteachers, scientists and technologists.

DES officials were encouraged by the response. A £1,200 bursary offered to trainee teachers in maths, physics and CDT for the first time last year. The autumn training intake of just over 1,800 was well down on the target of about 2,500, but represented a rise of 200 on the previous year.

Its publication will coincide with the launch of a new pressure group to be



Schoolchildren celebrated the Chinese New Year at the Commonwealth Institute, London. Here, 11-year-old Rosalind Chin does the dance of the long ribbons

Tory moderates seek voice in manifesto

by Barry Huggill

Leading Conservative local government educationists have written to Mr Norman Tebbit, the party chairman, requesting that they be "consulted" before the general election manifesto is drawn up.

Although polite in tone, the letter signals the increasing worry of many moderate Conservatives that the radical right has captured the ear of the Secretary of State for Education.

The letter is signed by Mr Philip Merridale, the Tory chairman of the Association of County Councils' education committee. He says that he speaks for many Conservatives "who have spent most of their adult lives working for the local authority education service".

Mr Merridale is writing "a modest little paper" for distribution among Tory MPs and ministers. Its content will be "hands off local government". He plans to have it finished by next month and hopes that it will enable the moderates to regain some ground lost in the propaganda battle with the radical right.

Its publication will coincide with the launch of a new pressure group to be

called the Conservative Education Association.

Mr Demetri Argyropoulos, a former chairman of the Conservative National Advisory Committee on Education, is the leading spirit of the new group. Its membership will include the present officers of the NAC and Mr Merridale.

Mr Merridale accepts that the local authorities are not the flavour of the month at the moment. He has warned, however, that it would be disastrous for Mr Kenneth Baker "to

disappoint the philosophy that schools should be free-standing units with direct central government funding".

Tory moderates were initially delighted when Mr Baker was appointed Education Secretary, but doubts followed his performance at last October's Conservative Party conference, when he announced the setting-up of city technology colleges outside the control of l.e.a.s.

Since the conference, the Education Secretary has made many savage

attacks on "loony left" local authorities and the Conservative moderates are worried that he is now set on a path that would lead to the emasculating of all l.e.a.s. - left and right.

Mr Merridale's discussion paper will argue the need for local authorities to retain responsibility for:

- the long-term maintenance of schools, managing falling rolls and organization of the building programme;
- the statutory provision of free school meals and transport in rural areas;
- the statementing of pupils as demanded by the 1981 Education Act;
- the effective training, recruitment and deployment of teachers; and
- the provision of cost-effective, bulk-purchasing arrangements for books and other school equipment which, he says, save an authority like his own millions of pounds a year.

The major concern of the moderates is that the education section of the Conservative manifesto will be written by Mr Baker in consultation with Mrs Thatcher. And the Prime Minister, they fear, is no respecter of local authority autonomy.

Pupils are encouraged and sometimes assisted to spend time at Welsh language residential camps, and branches of Urdd Gobaith Cymru, the Welsh Youth Movement, have been established in some schools.

Welsh loses out to the Euro tongues

by Bert Lodge

Welsh is accorded a lower status than French or German in some of Wales' secondary schools, HM inspectors have found.

Their report on Welsh as a second language in South Glamorgan schools notes, however, that many of the O level candidates achieve commendable success.

But the inspectors are worried that pupils are not made to realize that the language opens the door to another culture.

"Most particularly, the skills of listening comprehension and reading comprehension tend to be undervalued, if not neglected. For many whose opportunities of exercising speech are limited after leaving school these receptive language skills might equip them with the awareness that they are able to participate in the biculturalism of Wales."

While some schools give Welsh as a second language a low priority, others appreciate what it can contribute to the life of a school.

Pupils are encouraged and sometimes assisted to spend time at Welsh language residential camps, and branches of Urdd Gobaith Cymru, the Welsh Youth Movement, have been established in some schools.

THIS WEEK

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Tower block tales



Special needs



Comprehensive comrades



At a theatre near you...



Fighting drugs



EXTRA: Modern languages 45-54

Into the highways and byways

Nobody who enters teaching with a qualification in maths, science, technology and a range of business-related subjects expects to earn as much as similarly qualified graduates who go into industry or commerce. Teaching has its own rewards, but they have never been financial. It has never been possible for teaching to compete in salary terms because other employers have more flexibility to outbid the schools in pay and perks for particular kinds of expertise.

You have to go back to the depths of the recession in the 1930s to find a time when the secondary schools could recruit their share of top-quality mathematicians or physicists. Throughout the period since 1945, there has been a shortage of certain specialists in the schools.

Now the concept of "shortage" subjects has been extended to higher education and the universities and polytechnics are resigned to the impossibility of recruiting professors and lecturers in subjects such as accountancy and marketing, because the salary differential between what they can pay and what a graduate of similar age and qualifications can expect in business or professional practice is of the order of £10,000-£20,000 a year. By 1990, it is said, maths will join the shortage subjects of HE.

There is no doubt at all that these shortages will go on getting worse so long as this basic imbalance continues. It is obviously not possible

simply to bump up the salaries of teachers of shortage subjects while holding down the pay of all others. You do not have to be a dogmatic devotee of the principle of collegiality to understand that a maths teacher must be a teacher first - a member of the teaching staff of a school - and a teacher of maths only second. It would be disastrous to erect unreasonably high differentials between specialist members of the staffroom, though informally some measure of differential treatment is reasonable and well understood.

There are, therefore, definite limits to how far any extra money which might be available could be targeted on "shortage" teachers unless something can be done for all teachers which - though still eminently desirable - would be very expensive.

So successive governments and local authorities alternate between wringing their hands at the insoluble nature of the main problem and experimenting with the pilot projects and short-term schemes which produce one inadequate expedient after another. For reasons which are typical of the half-hearted way in which this has been tackled over the years, the pilot projects and the temporary schemes never seem to be pulled together in the form of a national initiative - even those which seem excellent in themselves, such as the Surrey project (reported in *The TES* last year), under which men and women with certain qualifications, who have taken early retirement

or been made redundant, are taken on and paid Burnham rates while adding a teaching qualification to their original degree.

This week there is a report of another scheme in Hertfordshire and Humberside where British Petroleum is working with the local authorities on the possibility of encouraging joint appointments, whereby some shortage subject specialists can work - say - two days a week in school and three days a week in industry, or can be taken on by firms in the expectation that their careers will be divided between teaching and other work.

These schemes have two things in common. First, they aim to bring into teaching people who would otherwise not join the profession, or who, having already worked in industry or commerce, have now become available. And second, they provide ways of giving these people two incomes - one from the I.E.A. and one from another employer or from an early pension. They offer some marginal relief but, if adopted on the grand scale, they would produce the same staffroom divisions as big internal differentials. They do not conceal the fact that at the root of the matter is the refusal to pay the other "shortage" teachers their value in the market-place.

It would be wrong, however, to be negative about any scheme which can make a genuine improvement. Big companies such as BP, which put their weight behind such initiatives, deserve to be applauded. It is not surprising that the firms

themselves feel that these are better ways of laying out funds for educational development than in pumping money - even supposing it could be put to use in sufficient quantities into city technology colleges.

As if to underline the seriousness of the situation, the UCCA figures for 1985-86, published, show (see opposite) a sharp drop in the number of applicants to study maths and the other shortage subjects. The drop was much higher than the marginal decline in the number of the relevant age-group. Of course, a large number of applicants does not necessarily mean a cut in the number of accepted candidates, but it is certainly a discouraging sign.

Professor Geoffrey Howson (page 10) says that some students may be being deterred from maths A level because it is harder than other subjects. This makes it a less good bet for a candidate attempting to put together the maximum number of UCCA points to some of the subjects. The official myth has to be that levels are equally demanding but this obviously cannot be true. With only 5.5 per cent of 18-year-olds taking A level maths, it would be surprising if expectations were based on the performance of the minority of "real" mathematicians and then transferred to the rest. It is a circle which can only be broken by fundamental reform. Meanwhile, unorthodox measures offer useful but limited palliatives.

COMMENT

Set back, not disaster

It is natural enough that the Centre for the Study of Comprehensive Schools should regard the refusal of further government funding for its unique information bank as a slap in the face. No doubt there will be those who will see it as DES pique at the centre's sharp criticism of Mr Baker's technology colleges.

The real reason for it is likely to be far more prosaic, however. While it is true that the DES shows a studied disdain for anything that implies merit in the comprehensive principle - and therefore, as Joan Gregory of CSCS points out on page 25, the sorts of schools attended by over 90 per cent of secondary pupils - the fundamental cause of the centre's predicament is the Department's lack of a strategic research and development programme.

The blow is more symbolic than mortal. Longer-term uncertainties surround the centre's seconded staff as a result of the changes in funding of in-service training. These may prove to be far more threatening.

The information bank, with its 2,000 examples of tried and tested practice in secondary schools, is too important to put at risk, however. And it doesn't help the CSCS to obtain sponsorship when the powers that are are supposed to be, deal out such palpable votes of no confidence.

Having had its ritual slap, the centre has now to take up the challenge to find new sources of funding. It has always taken its money from a variety of pockets - which has been some guarantee of its independence. Industry and commerce gave it their backing from the start and the centre can rightly claim that this has yielded no mean return. Indeed, the CSCS has probably done more than any other single organization to make school industry links respectable in the comprehensive world. Certainly, it seems to have been more successful than the DES attempts to "bludgeon" teacher

thrifters into taking economic awareness more seriously by writing it into the CATE syllabus. The centre's work is not done. It is a pity that the DES should have taken such a view of it. It is a pity that the DES should have taken such a view of it. It is a pity that the DES should have taken such a view of it.

The danger for shoe-string outfits like CSCS is that they can find themselves forced into devoting so much energy to chasing funds and selling their wares that they cease to do the things they were set up to do. But the discipline of making more of its work self-financing is not - in the end - a completely bad thing. The centre has wisely eschewed the temptation to behave like a pressure group by striking postures in the public domain. That sort of politicization would have made it more difficult for local authorities to support it, as more now should. But like any group of enthusiasts operating at the leading edge of development, the agendas the centre works to may not always have been as sensitive to the needs of the more ordinary teacher or school as they should have been. Nor have services like the database been marketed as skilfully as they might have been.

At home with words

Mr Kenneth Baker's glittering committee looking for models of English language teaching may or may not bring back grammatical rigour into classroom techniques, but can it even dent a more fundamental problem?

This week there is disturbing news (page 14) about the seemingly irreversible tide of functional illiteracy and innumeracy which still seems to swamp an unacceptably (and surely unnecessarily) high proportion of school-leavers as they move on into adult life.

The latest evidence comes from Dr Mary Hamilton, of Lancaster University's department of education research, who has been trawling through the interviews given at the age of 23 by the 12,500 people born in 1958 whose progress has been monitored since birth by the National Child Development Study. Ten per cent reported problems with reading, writing or spelling. The figure rises to one in eight if numeracy problems are included.

As the Adult Literacy and Basic Skills Unit comments, since there is no evidence that 23-year-olds have more difficulties than other age groups, that



would suggest almost 4½ million adults in need of help with basic literacy. A Granada television programme on Monday cast fresh light on the issue, with the help of its own MORI poll and some tests. Around a half of their sample were unable to read and understand a fire notice or a bus timetable; asked to add up a simple sausage-and-chips type menu, answer a job advertisement, or calculate wages from hourly rates, about a quarter of those questioned failed the test.

These are the sort of practical tasks that tend to be offered now in life skills courses for school-leavers (and derided by those who think them a soft option to proper subjects). The results were roughly the same for adults as for school-leavers.

So what is to be done? ALBSU insists that more money must be put into adult literacy, to build on what is already being achieved by local authorities and volunteers. More help for adult illiterates is obviously desirable but it seems hopeless to hold back the tide at that end when what we should be doing is reduce the number of young people leaving school without enough literacy or numeracy for working purposes.

It is an age-old problem. It used to come to light when young men were conscripted into the army. Now it shows up in youth training schemes, or any employment setting where the demands are no longer purely manual. There are no easy answers.

The Cockcroft Report tackled the numeracy issue, and stressed the need for a national effort to make effective use of whatever mathematical skills and understanding is possessed

whether this be little or much. "We would wish the word 'numerate' to imply the possession of two attributes," the committee wrote. The first of these was an "at-homeness" with numbers, the second an ability to have some appreciation and understanding of information presented in mathematical terms.

"Our concern," Cockcroft emphasized, "is that those who set out to make their pupils 'numerate' should pay attention to the wider aspects of numeracy and not be content merely to develop the skills of computation."

We do not yet know how far that clear guidance for teachers has been applied in the classroom, but at least it is there, and with it the warning that mechanical skills alone do not constitute numeracy. There are lessons to be drawn from this on literacy, and a reminder that benchmarks at given ages could provide success in test scores which still conceals a lack of functional understanding.

Will the Kingman Committee have any simple, striking advice on how to achieve "at-homeness" with words?

Moderation fights back

One of the more depressing things about the run-up to the general election is that all the running on education seems to be being done by the hard Right. It is not only the Left which has difficulty in articulating any convincing alternative vision. The moderate Conservatives, who have, in their

time, made such a big contribution to the shaping of the education system, have also been reduced to something like stunned silence.

At what may be the eleventh hour there now seems to be an attempt by the moderates to regroup and reassemble themselves. Mr Philip Meridale's initiative (front page) should carry some weight because he has important credentials as a Conservative Party authority leader, and even if Mr Thatcher and Mr Baker think the government is tireless and argumentative, they cannot afford to ignore their own activists. Not only these people much closer to the world of local education than the narrow right-wing coteries which are strung together a radical programme out of their own fierce prejudices, but are also active leaders of local education organizations whose enthusiasm (or lack of it) wins or loses elections. They believe the state would be radical Tories are deeply and profoundly misguided and against national interest, like the essentially frivolous proposal for city technology colleges.

They have an uphill task. Cabinet ministers find it all too easy to dismiss the complaints of Tory councillors as the conditioned reflexes of people who have vested interests in local government. That makes it all the more important that Demetri Argypoulos, the former Conservative National Education Committee on Education, should be getting a broad base for his Conservative Education Association. There is much more to be done about policy than simply a dispute about central and local power. The CEA will, above all, have to persuade the Conservatives from the Right that Bright Ideas and the hard Right's misplaced ideology is a tough sell.

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IN BRIEF Redeployment talks in turmoil

Talks on the redeployment of inner London teachers were thrown into chaos this week following the NUT's decision to suspend most of its local leadership.

The negotiations, which would affect more than 500 teachers, were expected to go ahead yesterday despite the NUT's attempts to call them off.

Substantial spending cuts aimed at heading off the Inner London Education Authority's looming budget crisis were also to be discussed.

The NUT made an unsuccessful attempt to persuade the National Association of Schoolmasters/Union of Women Teachers, not to take part in the talks. Most of the Inner London Teachers Association officers are being disciplined by their union for calling an unofficial strike.

Appraisal threat

Fears that the teacher appraisal scheme could "slide into a discreditable exercise" were expressed by Mr Peter Griffin, past president of the National Union of Teachers. Speaking at an Industrial Society conference in London yesterday he warned that the powers given to the Education Secretary under Section 49 of the 1986 Education Act, requiring local authorities to appraise teachers regularly, could prove a barrier to a worthwhile system.

Phone alarm call

Headteachers should press for local agreements with telecommunication workers to ensure that schools are given top priority for emergency telephone repairs during the British Telecom dispute, says the Council of Local Education Authorities. The advice follows concern over possible accidents involving pupils, particularly in isolated rural areas.

Strike dangers

Hereford and Worcester education authority is suing the National Association of Schoolmasters/Union of Women Teachers for "substantial damages" likely to amount to £40,000-£50,000, for the effects of a half-day strike last November. Nearly 600 NAS/UNT members joined the unofficial protest, demanding an improved pay offer from employers at talks in Nottingham. Costs involved getting over 16,000 pupils home early and paying teachers whose schools were closed. The union accused the council of opening up old sores.

Newham action

Schools in the London borough of Newham were closed on Wednesday afternoon as NUT members took strike action against proposed cuts in the education budget. Savings of £7.7 million will have to be made following the instruction from the Environment Secretary, Mr Nicholas Ridley, to reduce rates by 26 per cent.

Radiation antidote

Anti-radiation pills are to be stored at Stogursey primary school in Somerset, two miles from the nuclear power station at Hinkley Point. Mr Barry Taylor, chief education officer, said the school was designated as a shelter for peace-time emergencies and would be used in the event of a major accident, flooding or heavy snow. The potassium iodide capsules were normally held by the police or the Central Electricity Generating Board but he believed there was no harm in them being held at the school.

Ealing NUT row

Mr John Butts, secretary of the Ealing branch of the NUT until his defeat in recent elections, is to complain to the union about an alleged breach of rules during the campaign. Mr Butts, who was on the broad left ticket for the elections, was defeated by a candidate from the "more radical" Socialist Teachers' Alliance.



On their bikes: getting ready to explain the finer points of motor-cycle manoeuvre is Mr Kris Perkins, a teacher and Star Rider Gold Course examiner who has designed a Mode 3 GCSE syllabus in roadcraft.

The syllabus, which includes motor-cycle technology, rider tuition, first aid and the law, has been approved by the Southern Examining Group and is being "test driven" at the Richard Chalfont School in New Malden, Surrey.

Mr Perkins said that more than 200 schools had applied for the syllabus and the motor-cycle industry had agreed in principle to provide support.

Union shocked at sex harassment

by Howard Sharron

Some women teachers in Birmingham secondary schools have reported that good references have been offered to them if they "co-operate" with sexual overtures made by their male superiors. Others say they have been told to ignore the advances, or to ignore the fact that they have been told to ignore the advances, or to ignore the fact that they have been told to ignore the advances.

A catalogue of such incidents has been reported by women teachers to the Birmingham association of the National Association of Schoolmasters/Union of Women Teachers, which has been greatly shocked by the results of its survey into sexual harassment. As a result, it intends to demand a new disciplinary code from the education authority in a bid to reduce the complaints of women teachers.

The survey approached 900 women teachers and 300 responded. Over 72 per cent of these complained of instances of sexual harassment, citing pupils, colleagues, caretakers, workmen or parents as the offenders. Pupils were the most common offenders, but proportions were roughly equally divided between pupils, staff and outside visitors.

The most common forms of harassment were suggestive looks at parts of the body, being the butt of sexual remarks and innuendo and being touched, brushed against, patted, pinched or grabbed. Most incidents amounted to sexual assault, the union said.

There were also incidents of bribery - in seven or eight cases, senior male colleagues offered good references in return for sexual favours. There were also repeated complaints of "persistent verbal and physical sexual harassment which necessitated tightening school security procedures".

Only 16 per cent of complainants said they had reported incidents. In 39 per cent of these complaints, no action was taken. When it was, the most common response was "counselling" rather than the use of the local authority disciplinary procedure for suspensions where pupils were involved.

In only one case were the police called in: this concerned the petrol bombing of a teacher's house after she had rejected a sexual overture. Over a third of the women whose complaints resulted in no action said they were made to feel somehow responsible by the person to whom they had reported the incident.

The union is also awaiting the findings of a survey into local primary school teachers conducted by the National Union of Teachers and a survey in colleges carried out by the lecturers' union, NATFHE, in Birmingham. A joint union approach would then be made to the I.E.A. to establish a new code of practice.

Government Ministers have revived plans to take control of the polytechnics and a number of large colleges for inclusion in a spring White Paper on higher education.

A revised version of proposals first issued in 1981, which is already in draft form, would take the bulk of public sector higher education out of the hands of the local authorities. They would be left with only those colleges with a high proportion of non-advanced work.

The pre-election White Paper will set out the Government's intentions for reforming the University Grants Committee and increasing the number of students in higher education.

UCCA reveals maths and science decline

by Jeremy Sutcliffe

A collapse in the popularity of mathematics and science degrees is highlighted in the latest report published by the Universities Central Council on Admissions.

In its report for 1985-6, it reveals a drop in university applications of 16 per cent in mathematics, 13 per cent in biology, 12 per cent in computing, and 10 per cent in physics.

Also worrying is a drop in the popularity of French, which records a 13 per cent fall in applications for 1986, while English - still the third most popular subject - records a 7 per cent fall on the previous year.

There is more worrying news for the Education Secretary, Mr Kenneth Baker, who, besides trying to stem the shortage of science graduates and teachers, is pledged to expand higher education by widening access, particularly to mature entrants and women.

The number of applications from home students is down by nearly 3 per cent from 157,086 in 1986. Applications from adult students were hardest hit.

The figures also reveal a decline in the number of women applicants for the first time in UCCA's 24-year history. The 1.4 per cent fall in the number of women candidates, compares with a 4 per cent fall in the number of men. Overall, home applicants fell by 2.9 per cent more than the percentage decline in the 18 to 19-year-old population.

While most subjects show a drop in popularity, law, the most popular subject, showed a 2.6 per cent increase in applications over 1985. Business and administration also rose in popularity, largely thanks to a huge 25.5 per cent increase in demand for accountancy.

Engineering and technology showed a slight decline in demand, mainly due to a fall in applicants to electrical engineering courses.

Graduate job prospects are continuing to improve, according to two new surveys.

Nearly half the demand for graduates is from engineering, computing, electronics and financial companies, according to a report in the latest *Graduate Post*.

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NEWS

Sue Surkes finds creative writing flourishing through the work of youngsters living in one of inner London's most deprived communities

Poems and tales from the tower blocks

People make messick who live in big houses with big gardens for their kids to play. But look at me! I'm up on the 12th floor, with just a little balcony for my two to play.

When I look out of my window and see their two kids playing and smiling, having a great time, and then I look at my two up here stuck with not a thing to do but watch television, I wish that it could be my family down there with them up here.

Stephen Jakes, a former fifth-year pupil at Walworth School in south London, may well have relied on his imagination to conjure up this picture of parental bitterness within the confines of an inner-city high-rise flat.

But he and other schoolmates, whose musings on everything from nuclear war to heroin and street-fighting, have just been published in a Walworth School fifth-year anthology, would not have had to look far for grim reality.

For Walworth School, a comprehensive with just 1,100 names on roll, lies in an area that has had its fair share of inner-city deprivation. Most of the pupils live locally in the streets and housing estates bounded by the Old Kent Road, Albany Road, Walworth Road and the Elephant and Castle.

The school itself is within a stone's throw of what must be one of the largest high-rise housing estates in the capital - an estate said to be wrecked by the problems of unemployment, drugs and urban crime.

"I've heard from my sister about how many times they have to put up glass," said Sarah Cook now in the sixth form, who wrote in the anthology about high-rise living through the eyes



High-life: Sarah Cook wrote about living on the estate from the viewpoint of a three-year-old

of a three-year-old. "There are some nice people who live there, but they are afraid to go out."

Away from the bustling Old Kent Road, where hoarding posters advertise political rallies and boxing events, stretch the seemingly endless rows of flats, the monotony broken only by the criss-crossing of grey metal staircases and the swirls of graffiti. The narrow, dimly-lit corridors smell foul. The walkways are strewn with cans and rubbish.

Just the place for a mugging - which is the subject of Barry Goddard's anthology poem.

... from nowhere a shadow appears. Under a streetlight it pounces. It kicks her hard, snatches her bag and runs ...

Colette Foster, in a touching piece of prose, tells the story of Alfred, drifting for the last time into "dreams of fear and darkness" alone. ... Alfred forced himself to look once more at the remnants of his Union Jack, Nelson's portrait daubed with paint and his beloved Violet's favourite piece of furniture, her grandfather clock smashed and silenced ... Tears fell down his cheeks as he saw in his mind the faces of the police, indifferent, uncaring, vaguely bored, as he tried to explain why he had habitually left his flat door unlocked. "At last, you weren't hurt. After all, they only stole the trophy and some old magazines ..."

The encouragement of creativity and the nurturing of individual talent are central to the philosophy of Walworth School, according to Mr Brinley Morgan, the headteacher. Youngsters are encouraged to express themselves through writing and art from the early years. Their work is displayed on corridor walls, or in the Walworth School calendar, and is used as source material to inspire those in lower years.

"There is a tremendous creative talent in these children and we must not swamp it," Mr Morgan said. "There are a lot of pressures on children in any part of our society and



Street Gang
'Street Gang' tells of violence and how feelings are as cold as ice

It tells how to walk unsure; They are walking bodies, empty inside Just like Space.

They wait for their prey No matter what size or colour.

They shed blood Not knowing why they do so. They are men with no past And no Future.

Andrew Andros

certainly here and it's a safety and a way of giving them confidence, we were to identify one problem, our youngsters, it's lack of confidence, especially for girls."

Mr Morgan added that between 60 per cent of his pupils found at the age of 16 with another 10 per cent or so going on to Youth Training Schemes.

Ms Margaret Willis, head of English, explained that texts for the anthology were selected from the ability range from work done at GCE and CSE Mode 3 courses. They were given a wide variety of material for inspiration, she said.

But she added: "You use their experience as a starting point for discussion. If you talk about living in this area, they can escape the environment. They walk through flats even if they don't live in them."

Not that the anthology is completely exclusive with the realities of inner-city London life.

Mahn Thang Tran, who came to Britain from Vietnam five years ago, submitted a moving essay about experiences written in too often faltering English. "We left Vietnam with a small boat and other people well, half way my boat is broken, lucky we didn't die."

Others conveyed the tribulations of a hard-fought tennis game or triumph of winning a boxing match while Mark Kurton described the tensions of sitting for an examination.

I must fight to the finish I must get a result One I can pass with One I can show off with Not one that pays the price I shouldn't have watched that I should have revised Not a bad per cent I have to hide.

The anthology is peppered throughout with illustrations of striking quality. Jay Natarajan, who contributed some of the drawings, said he got inspiration from comics. But he said that Walworth was a lively place to be in for all the bad things people say about it. "People think this is a bad area, but if they lived around here they would not find it that bad."



Illustrations: Jason Pancho and Jay Natarajan, contributors to the anthology

THE TIMES



Inwardly digesting

What makes Kenneth Baker tick? Next week *The Times* finds out how the Government and the grass roots keep in touch by shadowing the controversial education minister on one of his regular school visits



... and regularly in *The Times*, Peter Ackroyd (left) on books, Bernard Levin on the way we live now, Kenneth Fleet on finance, Irving Wardle on the theatre, Frances Gibb on the law, Shona Crawford Poole on travel, Philip Howard on words, David Robinson on the cinema and much more to read each week

THE TIMES

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NEWS

Dismissed teacher loses claim

Dr Derek Stefaniv lost his job as a chemistry teacher after his pupils had disappointing exam results, causing parents to complain about his teaching, a Manchester industrial tribunal was told.

Mr Philip Plink, headteacher of Manchester Jewish Grammar School, Fostwick, said: "I think he made himself redundant by his failure to teach to the required standard."

Dr Stefaniv, of College Drive, Whalley Range, Manchester, claimed unfair dismissal against the chairman and governors of the school.

Mr Plink said there had been disappointing O and A level results in chemistry, and parents and pupils had voiced their concern.

Mr David Grundy, the tribunal chairman, was told that a number of boys had allegedly said they would not continue with chemistry under the teacher. Dr Stefaniv said: "I found it very difficult to teach the way I wanted to and I was constantly being made to change my teaching methods."

His claim was rejected.

PAT seeks seat

The non-striking Professional Association of Teachers, with about 1,500 members in further education, is to press for a place on the national joint council for FE which is expected to replace the Burnham machinery.

Employers and unions are to agree their own arrangements in detail, but the Government says the Association of Polytechnic Teachers, which is not affiliated to the TUC, must be represented and other organizations whose members' conditions of service may be affected must have an opportunity of participating.

James Meikle reports on the threat rate-capping poses to a Conservative-controlled education authority which is renowned for its examination results

High-ranking Harrow fears cuts

The London borough of Harrow, which consistently tops local authority examination league tables, is considering education cuts of £282,000.

Among the items likely to be hit by the second major cuts package in months are school meals in 12-16 high schools, the building maintenance programme and allowances for books and equipment.

The ruling Conservatives fear rate-capping if they fail to limit spending, while the Labour group says the Tories will help drive pupils into the independent schools. Twelve per cent of local children, twice the national average, already go to them.

The most recent example of Harrow ranking first in surveys of examinations came last week with a "handicapping" system devised by two Sheffield University academics who compared performance with expectations related to social conditions (TES, January 30).

The council is already making cuts of nearly £1 million on education next year through the closure of a school and a further education college, reductions in discretionary awards, savings on cleaning, school meals and transport, and a lengthening of the Christmas school holidays, among other measures.

Now officers have provided another list of options, none of which have been accepted by the education committee, which will be debated at the policy committee later this month.

They include ending the meals service in high schools (a saving of 74 catering jobs); reducing capitation allowances; ending schools' use of the Harrow Leisure Centre; and delaying further the maintenance programme.

The school meals proposal, which



In retreat: Pupils from Elm Grove first school in Kenton, Harrow, north London, were taught in makeshift classrooms at Harrow Leisure Centre after the school's boiler broke down. Parents were angry that pupils could be taught only part-time because of lack of space. Children are expected to return to the school next week.

also involves shortening the lunch-hour, could result in a switch to the "continental" school day.

Options likely to be rejected include worsening staff/pupil ratios, barring rising fees from schools (which could cut a class at most of the borough's first and middle schools), and closing nurseries, while encouraging voluntary groups to take over the premises.

Mr John Mann, the borough's director of education, is particularly worried by further maintenance and capitation cuts. "My professional view is that if there were significant cuts, standards would be threatened."

The authority was already spending money on upgrading practical equipment in schools, partly thanks to

money raised from closures. "If we don't do something about spending levels and the rules get worse, we might be in for rate-capping. It's some way off yet." Mr John Lipscomb, convener for the Secondary Heads Association in the borough, said: "Heads will press the authority as hard as they can to ensure a minimum of cuts to protect educational provision. We recognize the political problem which the authority faces and we want to avoid rate-capping."

Budget proposals will be debated by the council's policy committee on February 24. Next year's rate is to be fixed on March 5.

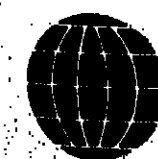
man for the Labour group, said the authority was endangering standards for which it could claim no credit. "Pupils are highly motivated, parents are highly motivated and the teachers are superb." The authority already compared badly in a number of areas of spending, he said.

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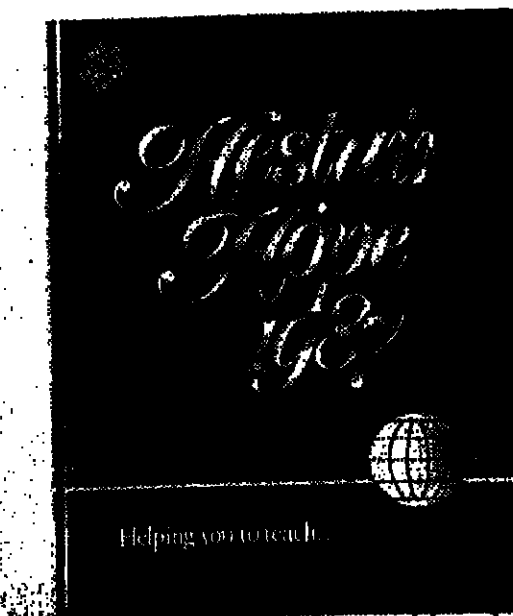
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NEWS

The education world is currently in the grip of election fever. Barry Hughes searches behind the headlines to find out what will be in the party manifestos when Mrs Thatcher goes to the polls

Tory right masters the technique of kite-flying

"Tories scheme to bring back grammar schools" proclaimed the banner headline in last Sunday's *Observer*. Not to be outdone, Monday's *Independent* announced "Annual test could force pupils to repeat school year."

The *Daily Express* went one better with a report that the Conservative election manifesto would include a promise to allow schools to opt out of the local authority system.

The three reports, which may, or may not, be true had two features in common. They were about the content of the manifesto and they were all based on utterances by Mr Bob Dunn, the education junior minister.

Mr Dunn may be a charming and popular politician. He does not, however, have a great deal of influence over Government policy on education or anything else.

His importance is as a conduit for the radical wing of the Conservative Party. Whenever the Right has a bright idea it is tried out on the junior minister.

If he is receptive, and he often is, the authors of the policy - be it direct funding for schools, open enrolment, greater privatization of the state sector - are apt to button-hole friendly lobby journalists.

"Have you heard?" they ask. "Bob is very carefully considering so and so and we believe that he has the Secretary of State's ear on this one."

Invariably, the story will appear as yet another "The Government is considering..." Sometimes it is true - but not always.

It is called kite-flying and its exponents use it to "create an appropriate political climate", that is a climate conducive to their own views.

On the whole, the Tory Right is better at it than its moderate opponents within the Conservative Party. And they are streets ahead of lobbyists in the Labour and Alliance parties.

So worried are the Tory "wets" (a largely redundant term embracing traditional Tories from the shires and relics from the Heath/Walker era) that they are now indulging in their own lobby-ing.

The prize to be gained is the ear of Mr Baker and what evidence there is points to a move on his part from the centre-left to the radical, but not "loony", right. Or as one disenchanted "wet" put it this week: "Kenneth has discovered that he can become very popular by bashing the local authorities."

The process by which the Conservative Party formulates policy is beyond rational explanation. Theoretically, a plethora of groups are involved - the party's national advisory committee on education, the backbench education committee, a special policy committee chaired by Mr Baker, and Mrs Thatcher's "A team".

But at the end of the day most Conservatives, left, right and centre, are agreed that Mr Baker and Mrs Thatcher will decide what goes into the manifesto.

The frenzied kite-flying of recent



Unlike Neil Kinnock and David Steel, Bob Dunn (above) may have little influence over the contents of his party's manifesto.



weeks is an attempt by the Right to make up Mr Baker's mind for him. And in many respects they seem to be succeeding.

It is looking increasingly likely that the manifesto will include a pledge to trim the power of the I.E.A.s, give financial control to heads and introduce a national core curriculum backed by a system of regular testing of pupils.

And, of course, there will be much talk of city technology colleges and increased parental choice. All rounded off with a good dose of loony-left authority bashing.

For Labour, the process is slightly simpler. Sometime soon the shadow cabinet and the national executive committee will hold what is mysteriously called a "clause 5" meeting and draw up a manifesto.

Mr Neil Kinnock is now firmly in control of both the NEC and the shadow cabinet and will have little trouble in vetoing anything he does not like.

The manifesto will include a pledge to increase spending on school buildings and maintenance, both to improve the quality of education and to stimulate employment.

There will be a promise to increase

the number of nursery places and student grant. But it will all be imprecise.

It is unlikely that there will be anything other than a passing reference to the independent sector. Officially, the party is committed to abolishing it but it is a commitment that will be quietly forgotten.

If the Left complains they will be informed that the latest legal advice the party is that any move towards abolition would lead to endless cases. And - the real reason - they lose Labour an election.

The Alliance relaunched last weekend and leaders Dr David Steel and Mr David Steel made a "partnership". As the SDP and Liberals have formed a partnership for progress, so parents, teachers and local authorities will be encouraged to do likewise. They will be helped to "adequate funding" of the state by an Alliance government.

The Alliance would also merge the Department of Education and the Department of Manpower Services Commission and introduce "a reasonable tax on employers". But these such headline-grabbing policies are actually feature in the manifesto open to conjecture.

Labour 'will get rid of shires'

A future Labour government will abolish the shire counties. Control of education in the shires would be handed over to district councils based on the large cities. The existing Labour-controlled metropolitan authorities would retain control of education.

The plan for radical restructuring of local government was published in a policy document on Wednesday.

Under Labour's plan, Bristol, Leicester, Hull, Nottingham, Plymouth, Southampton, Portsmouth, Derby and Stoke-on-Trent would take charge of education.

The reorganization would involve

the introduction of a three-tier structure for local government. At the top would be powerful regional authorities with responsibilities for health, water, the arts and planning. In the middle would be the district councils responsible for education and below them community councils loosely based on existing parish councils.

It is unlikely, however, that polytechnics would be run by the district councils. They would be taken over by the regional authorities.

Labour leaders in these cities are delighted with the plan. But their colleagues in the few shire counties that

Labour holds are less enthusiastic. They will voice their reservations at the weekend's Labour local government conference in Leeds.

Mr David Willetts, education secretary at the Association of County Councils, said that he was concerned. If the restructuring took place, that education would be removed from large enough to provide essential support services to schools. And he admitted that the view "that the last thing we need is another reorganization" was another view.

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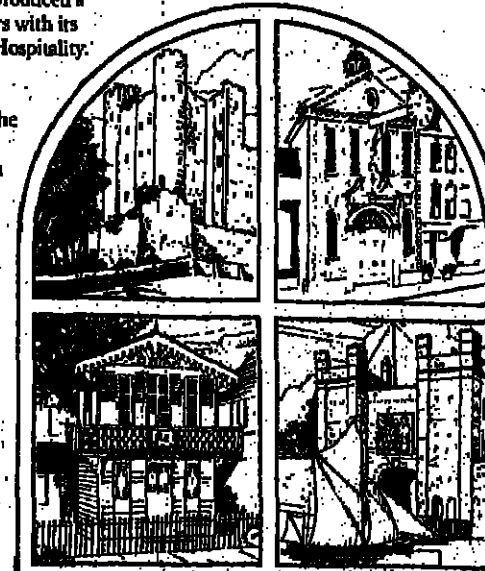
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PRIMARY

Applications for training places rise

The number of applicants for primary teacher training courses at polytechnics and colleges of education is significantly higher than at this time last year.

According to the latest figures from the Central Register and Clearing House, the number of would-be students for primary BEd degrees is up by 1,200, a 16.5 per cent increase.

Overall, applicant numbers are up by 13.7 per cent - to 11,000 - compared with 9,700 at January 31, 1986.

The upward trend includes a rise in the number of young men applying for teaching, with the register reporting a 21 per cent increase.

The Graduate Teacher Training Registry also reports some positive early signs for recruitment in 1987, with 7.1 per cent more applicants for courses specializing in the primary years. Numbers for secondary training are 4.3 per cent up and, overall, there are 5.5 per cent more applicants for certificate courses.

Lieut Col John Massey, the secretary to the two registries, described the figures as showing "an encouraging trend" but said they must be seen in the context of 1986 being a poor year for recruitment. The numbers applying for PGCE courses were lower than they had been since 1978.

The figures, if they hold their present level, are especially significant since the Department of Education and Science has increased the allocation of places for primary training.

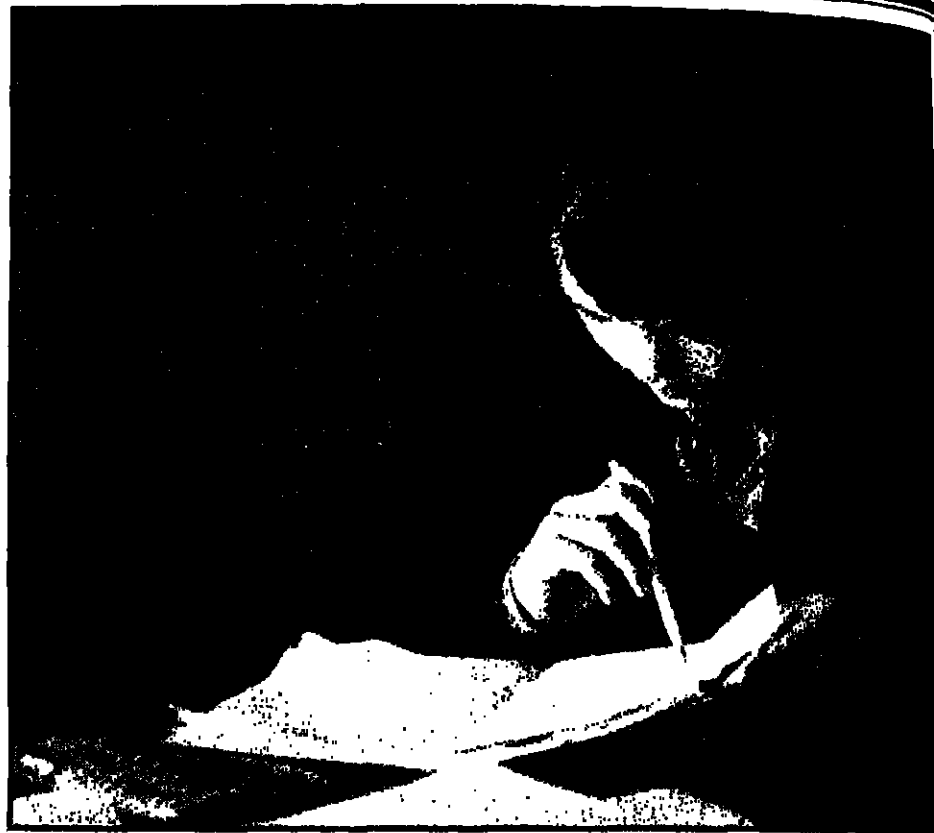
The urgent need for more primary specialists, especially at the infant and nursery end, prompted the DES to announce last autumn that intakes should rise by 20 per cent by 1989.

The intake to all initial and post-graduate primary teacher training courses in 1981 was 6,171.

There are also positive signs in the recruitment of students to the secondary shortage subjects.



The Education Secretary's committee of inquiry into English will meet under the chairmanship of Sir John Kingman (above) for the first time next Tuesday. One document which could aid it - on the teaching of written English in Welsh primary schools - has already been forwarded to the Department of Education and Science. Sarah Bayliss reports



Craft mastery: pupils' writing skills need to be developed by staff

Lone staff who mind the language

Too many junior teachers have to work in isolation rather than as part of a team to develop good English writing practice, a new HM Inspectorate document says.

The report, *Aspects of writing in English in the junior school*, draws on information gleaned from visits to several hundred primary schools in Wales. It has been sent to all primary and secondary schools in the Principality but is not being distributed widely in England.

A Welsh Office spokesman said two copies had been forwarded to the Department of Education and Science

and added: "Obviously if the committee of inquiry is interested, we would send more copies over the border."

The HMI document, described as an "occasional paper", says: "There is still much uncertainty about how to develop writing and reading beyond the early stages, how to recognize and communicate progression and how to record achievement."

However, there is a growing awareness in schools that writing is a craft which can be taught and developed and that it can be practised in many different ways.

"Writing is increasingly recognized

as a means of communication which is more effectively used where there is proper stimulus, clear definition of purpose and a recognized audience."

Discussion between the teachers in a school and positive leadership from a senior member of staff are seen as essential - but are not common. There may be language co-ordinators in post, but unless there are arrangements to release teachers from the classroom or to bring staff together, the pupils' writing programme will be haphazard.

Only in exceptional schools is the importance of language recognized across the curriculum. "In such schools, pupils write because they have something to say and 'writing' becomes far more than an activity related to a specific time in the school day."

HMI describes one such school which caters for children with Welsh as a first language as well as children for whom English is their mother tongue. First-hand experiences, close observational work and the training of the senses were priorities for all the teachers.

Inspectors who visited the school described "the attractive books available, the pupils' good use of them, the absence of commercial language schemes, the discarding of a reading scheme once pupils can decode, and the excellent displayed writing, all completed and presented by the pupils themselves."

Children respond best, says HMI, when discussion has taken place and where "the reason for writing has been clearly defined and understood."

In a section on the need to provide a stimulus and the wealth of opportunities offered by the environment surrounding a school, the inspectors relate the boring and bored response of a nine-year-old faced with an "environmental" workload on Wales.

The child wrote: "Wales is a country. I live in Wales. There is a lot of places like Deri, Fochriw, Bargoed, Pantothyn and Swansea and lots more, there is a railway station. Cardiff is the capital city of Wales."

Writing for an audience is seen to be important and displaying work can enhance pupils' self-esteem. "However, the danger remains that, in certain cases, 'writing for display' becomes the predominant objective and presentation and illustration may become more important than the language used."

Only in a few schools is writing consciously and consistently taught, with teachers recognizing the different skills involved in writing narrative, description and opinion. Pupils learn, for instance, how narrative works, "what different structures and forms it can take (first-person narrative, second-person narrative, letter form, diary form, beginning in mid-story, for example), and how particular effects (characterization, climax, mood, dialogue) can be achieved."

Editing, redrafting and opportuni-

ties to discuss a piece of writing with other pupils as well as the teacher are all seen as important.

HMI encourages teachers to experiment with different kinds of work, to example writing through an assumed mask, or opinion pieces with a retained argument.

On marking and corrections, inspectors say: "There seems little doubt that the encouraging comment ('This is smashing, John, you have really tried hard') is usually more effective than the negative or destructive ('Rubbish'); that one aspect of deficiency identified is more likely to be remedied than ten; that individual needs often require individual remedies (rather than a class lesson); that a proper process of drafting takes the pressure off the pupil in trying to deliver a perfect first attempt, and of the teacher who has a number of occasions to intervene before the final version."

In a final section on transfer from primary school, HMI says that many secondary schools accept

Baker checklists attached - page 11

child's reading age and a reading language grade as a sufficient indication of ability.

Few schools attempt to link teaching and assessment of English, although some simple but effective strategies exist. For example, pupils could begin a piece of writing in the last term of primary school to be continued and developed by teachers at secondary level.

After moving up to the secondary school, pupils could write to the junior forms about their English work.

The inspectors have observed exceptional circumstances where primary and secondary teachers, pupils and others' schools and teach exchange classes. They exchange booklets, schemes of work, which include "deliberate period of overlap."

Where this happens, detailed information about children's work is exchanged and each child takes a representative work from his or her primary to the receiving secondary school.

Aspects of writing in English in the junior school is available from the Education Department, Welsh Office, Cardiff CF1 3NQ.

Primary Index

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Bill critics fighting on different fronts

by James Meikle

Labour and Alliance peers will again outline different negotiating procedures for teachers when Government proposals to suspend bargaining rights enter the Report Stage in the House of Lords on Monday.

The failure of the Opposition to form a united front in Parliament continues to hearten ministers while the unions also remain divided over how to fight the Teachers' Pay and Conditions Bill.

The unions even refused the local authority employers' offer of a joint approach to the Government because they realized that the Education Secretary would exploit their differences.

The divisions may widen next week, however. The National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, the Assistant Masters and Mistresses Association, and the Secondary Heads Association meet on Tuesday to discuss united lobbying against the Bill. But AMMA, at least for the present, and the SHA will want no part in any industrial action.

The National Association of Head Teachers and the non-striking Professional Association of Teachers are already out in the cold as far as the NUT and NAS/WT are concerned. The Government, meanwhile, is considering raising the maximum Scale 1 salary under the package it is seeking to impose from £12,700 to £13,300 - the figure agreed by teachers and employers in Scotland - although this pay level would not be introduced until October 1988.

The Government is content to continue refining its proposals while it wins the propaganda war. But the local authorities are in a dilemma after giving up hope that the egalitarian package they negotiated with teachers will ever be accepted by the Cabinet. Conservative and hung L.e.s. which are also opposed to the Bill, foresee difficulties in imposing a Government contract on teachers. But they do not wish to line up with any council that chooses not to police new contracts.

The Labour employers' leader, Mr John Pearman, has said he would not

advise authorities to break the law but heads and parents still fear they could be caught in political guerrilla warfare after imposition. Representatives of all 104 L.e.s. in England and Wales will meet next month to draw up guidelines for putting the Government wishes into action.

Labour and Alliance peers were this week courting each other, and cross-benchers, for support for new negotiating procedures to replace the Burnham committee. Virtually the only point of agreement is that some negotiating would be better than the one proposed by the Government, which wants Burnham to be replaced by an interim advisory committee at least between this summer and 1990.

Labour, defeated on proposals for a national joint council at the Committee Stage, now suggests a pay and conditions research unit to provide factual information for negotiators.

The Government could dictate what type of negotiating body it wanted with, presumably, a loud voice on it. In the event of disagreement the matter would be referred to a special arbitra-

tion board but Parliament could still veto the board's decision on economic grounds.

Labour argues such agreements would give more scope for negotiating than the system being put forward by the Alliance which involves a small pay review committee appointed by the Education Secretary to take evidence from all parties before making proposals. (Appointments to this committee could be vetoed by the unions and local authorities.)

If its proposals were supported by at least two-thirds of the teachers and employers, they would be put into effect. The negotiators could send amendments back to the committee. Failure to get acceptance would trigger arbitration but Parliament would still have the right to override settlements.

Lord Henderson, an independent, will be backed by both the main Opposition groups when he tries to set a three-year limit on the Government proposals. Ministers want the option of extending their interim powers through a positive vote in both Houses of Parliament.

Ulster unions lodge separate pay claim

by Carmel McQuaid

Teachers in Northern Ireland have for the first time formulated an independent salary claim - following the planned abolition of the Burnham pay bargaining committee.

Two months ago the teachers' side of the Northern Ireland teachers' salaries negotiating committee - representing the education boards, the maintained schools commission, the voluntary grammar schools and the Department of Education - offered teachers a package which was almost identical to the Baker deal.

But they also offered the option of negotiations. Previously, the role of the four unions, which each have one representative on the salaries committee, had been to rubber-stamp the Burnham increases.

A subsequent meeting of the Northern Ireland Teachers' Council (a forum where the unions discuss common issues) decided to reject the offer and negotiate.

Mr David Allen, the Ulster Teachers' Union secretary, said: "We had no alternative. For the first time we were in the position of having an unpalatable

package presented to us, totally at variance with the normal application of Burnham.

"We had to break the link in view of the Secretary of State's proposal to determine different salary levels for different regions. We could not be left with the Baker package."

The Ulster teachers are seeking a Main Professional Grade starting at £10,400 and rising, in 13 points, to £15,200 - in keeping with the structure set out in Houghton in 1976.

They also want three special allowances of £900, £1,800 or £2,800, to be paid automatically to all Scale 3, 4 and Senior Teacher grades. Headteachers' salaries would range from £16,600 to £31,100, and those for deputies from £15,800 to £23,250, depending on school size and seniority.

So far, the claim has been confined to salaries, as the province's negotiating machinery consists of two committees, the second of which, dealing with conditions of service, has not yet met. The salaries committee is due to reconvene next week.



Hundreds of classes have been cancelled

Day-release students hit by overtime ban

Some students on vocational courses will not get qualifications this year because of an overtime ban by lecturers, the National Association of Teachers in Further and Higher Education said this week.

Hundreds of classes have been cancelled and day-release students are being sent back to work because there is no one to teach them. The union also claimed local authorities were losing money as large customers such as the Manpower Services Commission and industrial training boards refused to pay for untaken classes.

The action is aimed at bringing the employers' back to the negotiating table. Talks broke down in October when, according to Natfhe, the em-

ployers refused to discuss pay until agreement was reached on conditions. Unofficial contacts are, however, being made.

The Association of University Teachers is also dissatisfied with the pay offer it has received. And refusal to mark exam papers is among the types of industrial action being considered. The union has described as an insult the £71 million the Government has provided for university salaries over three years.

The lecturers have not had a pay rise since April 1985 but had agreed a 24 per cent restructuring deal over two years with the vice-chancellors. But the deal needed £110 million support from the Government.

Backdated rise for Londoners

About 40,000 teachers are to get 9.5 per cent rises in their London allowances backdated to last July.

Unions agreed that a settlement should not be backdated to last April as a way of getting more money from the employers, who had originally countered a 16 per cent claim with a 5 per cent offer.

The inner London allowance rises from £1,110 to £1,215, that for outer London from £726 to £755 and "fringe area" payments from £222 to £300.

The cost of the 1986/7 rise is not included in the Government's pay and conditions package, which would expire in April 1988. Allowances will fall due for renewal at the end of June this year.

Durham law degree for envoy

Mr Terry Waite (above), Archbishop of Canterbury's envoy who is currently in Beirut, is among several well-known people to be awarded honorary degrees from the University of Durham.

Mr Waite, 47, who also holds honorary degrees from the universities of Liverpool and Kent, is to be awarded a doctor of civil law.

Also honoured are the Rt Rev David Ikin, who receives a doctor of divinity degree, and journalist and broadcaster Mr Brian Redhead, co-presenter of BBC Radio Four's Today programme who will become a doctor of letters.

Dinner row truce

Headteachers in Birmingham suspended action which led to school guards delivering pupils' dinner to local bins.

The local branch of the National Association of Head Teachers declared a truce while city school leaders try to find the extra £1.5m they say would be needed to pay increased levels of mid-day session.

Birmingham City Council dropped a threat to deduct an amount from salaries of teachers involved in the action. It earlier threatened to sack any headteacher charged personally if it failed to pay the cost of hiring a security guard.

Nearly 200 heads, mostly from schools, gave up using dinner to banks, a task they regard as a duty, in their campaign to force council to employ 1,000 extra visitors. Staff levels at present unacceptable, says their union, was planning legal action if demands were made.

Bursary offer

Warwick University's school of material and business studies is offering four bursaries to cover fees in postgraduate courses in business administration, industrial relations and management science and operations research.

In addition, the computer department is holding a summer workshop. "Warwick Wise 87" for 25 sixth-form girls. The week-long course will be subsidised by bursary and will cost £50 including board and lodging.

GRAND MASS

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The Union of Turkish Women in Britain day nursery in Dalston, east London, helps to prepare children for primary school by teaching them basic English as well as their mother tongue

The educational plight of inner-city ethnic minority groups continues to give rise to concern. Last week a House of Commons Select Committee focused on the problems of the Bangladeshis. Now Diane Spencer reports on new research into the attainment of Turkish youngsters

The silent minority finds a voice

Turkish children fare almost as badly in Britain's schools as Bangladeshis, says an unpublished research study from the London University Institute of Education.

Children from the 80,000-strong Turkish community were rated "below average" in 1966 and since then they have fallen further behind, Dr Salah Ramsdan, a research fellow at the institute, claims.

They are often in the bottom or lower streams of secondary schools, they score badly in culture-biased IQ tests and are weak in English. In Haringey, north London, the literacy rate among Turkish-Cypriot children was 49 per cent in 1985.

During the past three years or so, the number of Turkish children placed in special schools has increased by 35 per cent, he says. The majority of their

parents fail to understand what "special" means. "A number of them boasted to me that their children attended them, in the sense of 'schools of superior education'." The authorities had "tricked" them into thinking this, they told him.

However, Dr Ramsdan noted that about 70 per cent of Turkish parents said they did not know how the British education system worked. Half of them were not aware that their children were underachieving, but more than half of the teachers questioned said they were not doing as well as they should.

Dr Ramsdan questioned 200 children, 34 per cent of whom came from Cyprus, 30 per cent from Turkey and 36 per cent UK-born. The majority were aged 14 to 16 and three-quarters were boys. All lived in the London

area. He also questioned 100 parents and 100 teachers.

He found that Turkish children suffer from racism, prejudice and discrimination no less than black or Asian children. They get bullied, attacked and called names by their classmates and stereotyped by teachers who have low expectations of them.

About half the pupils complained about lax discipline in schools and some said teachers were "soft". They claimed that they were not given enough homework and teachers did not respect their language and culture.

Turkish children are growing up in an alien culture with the risk of losing their own identity, claims Dr Ramsdan. The contrast between home and school life brings them into conflict with parents. Relations between teen-

age girls and their families are more likely to deteriorate, he says, because Turkish tradition prescribes a secluded and rigidly supervised life.

The children complained about school assemblies and said they would like to have Muslim services occasionally. Physical education also caused girls some problems because of Muslim rules on dress.

Nearly half of them thought careers advice and counselling were unsatisfactory as teachers and officers underestimated their ability and pressed them towards dead-end jobs.

Teachers were ignorant of the political situation in Cyprus and did not appreciate the differences between mainland and Cypriot Turks, he said.

Dr Ramsdan, who is on secondment from his post as head of social sciences at Sedgehill School in south-east Lon-



Happy in the nursery - but problems often multiply at secondary school

don, suggests several ways of helping Turkish children including:

- ethnic monitoring to establish what help is needed;
- improved guidance on subject and career choice;
- better equal opportunity, anti-racist and multicultural education;
- inclusion of the Turkish language as a foreign language option;
- a Turkish resources centre similar to those for West Indian and Asian children;
- liaison officers to improve home-school links; and
- improved English language teaching.

The Silent Minority - Turkish Children in British Schools with special reference to inner London is due to be published later this year.

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Goggle-eyed: a pupil gets to grips with a milling machine in the new £300,000 craft, design and technology centre at the King's School, Canterbury. Built on the site of a former sweet factory, it was opened by Lord Dainton, the chancellor of Sheffield University.

Little hope of lessons on remand

by Diane Spencer

Most of the 10,000 prisoners on remand get no access to any form of education, MPs heard this week.

Mr John Sandy, the director for the Midlands region of the prison service, told the Commons Select Committee on Education this was "one of his greatest worries". He was also concerned about the numbers involved. "In my local prisons, we have room for 1,500 but yesterday we unlocked 2,800."

Dr Mark Hughes, the Labour member for the City of Durham, asked if any had, of right, access to education? Mr Sandy replied: "No."

The committee recommended in an earlier report that every prisoner should have a right to education, but this was rejected by the Government. Mr Ian Dunbar, the regional director for the South-west, has been monitoring the amount of hours prisoners spend on education in the 24 establishments he is responsible for.

"I was entirely dissatisfied with them. We had lost a colossal number of hours and we had wasted resources." The figures showed that, between April and July last year, up to 17 per cent of evening classes were lost to youth custody prisoners because officers were not available to escort them.

Mr Dunbar was cautious about legislating on rights to education, but he wanted guidelines and goals. "We should know where we are going. Attitudes and a sense of purpose from the top were important, he added.

A growing number of former prisoners are turning for help to the education and training advisory service run by the National Association for the Care and Resettlement of Offenders.

Stubbing out a needless health risk

by Janette Marshall

Schools must be the main target for a campaign to stamp out smoking as a means of preventing heart disease, says a study group of the European Atherosclerosis Society.

Leading cardiologists from 19 European countries have agreed in a policy statement that better nutrition education, more appropriate food in institutions (such as school canteens), and, most importantly, avoidance of cigarette smoking, "the totally preventable risk factor", are among the high priority recommendations.

Early education about smoking is especially important because, in combination with a typical Western diet high in saturated fat, and lack of aerobic exercise, it increases risk of heart disease; risks which can start early in life and continue to contribute "silently" to atherosclerosis (the narrowing and hardening of arteries that leads to heart attacks).

The study group recognizes that getting the message across to young people is not easy. It adds that teachers, like doctors, "should be encouraged not to smoke, at least in public".

Teachers (and other caring professionals) should also be more aggressively opposed to the influence of tobacco advertising and sponsorship aimed at influencing young people and as opinion leaders in sports organizations and clubs for the young they should be seen to oppose tobacco sponsorship, it adds.

"The availability of school sports facilities to adults when not in use by schoolchildren" could also contribute to the group's aim of saving thousands of lives in its new heart disease strategy, the report says, since regular aerobic exercise reduces the risk of heart disease.

New evidence suggests that the extent of adult illiteracy and innumeracy in Britain has been seriously underestimated. But little is being spent to combat the problem

1 in 8 admits to difficulty with reading and counting

by Jeremy Sutcliffe



Getting the message across... an adult literacy class in action

Nearly one in eight adults in Britain suffers from literacy or numeracy problems, a new study has found. Dr Mary Hamilton, of Lancaster University's department of education research, has spent the last year following up evidence from the National Child Development Study, which for 28 years has been monitoring the progress of every child born in the first week of March, 1958.

Of the 12,500 people, more than 1,600 - nearly one in eight - said they had trouble reading, writing, or adding up.

The main findings of the study, due to be published later this month, were revealed in the *World in Action* programme, "Starting from the Bottom", this Monday, which dwelt on the plight of adults in Rochdale, Lancashire, suffering from illiteracy or innumeracy.

The programme also commissioned a MORI poll of 500 teenagers aged 15 to 19, and 500 adults, in the town. It discovered 10 per cent had problems with reading, 16 per cent with spelling and 18 per cent with basic maths.

More than half the teenagers ques-

tioned (52 per cent) could not understand a simple fire notice, while 44 per cent could not read and understand a bus timetable. One in four (25 per cent) had difficulty filling in a simple application form correctly, while 23 per cent could not add up the cost of a simple café meal. More than one in four (26 per cent) could not work out 10 per cent of £2. A similar pattern is reflected in the adults' answers.

The programme suggested that - previously estimated at affecting 1 million but never before measured - for more prevalent than officially recognized and is as common as recent times.

High unemployment had worsened the problem and those who suffered from it were in danger of being abandoned in the social jobs.

Dr Hamilton said there was a number of likely explanations for literacy and numeracy problems, including hearing or speech difficulties, long-term disability or illness, or prolonged absence from school, but that still doesn't explain the large group of people who report having no problems as adults," she said.

Both the Lancaster research and MORI poll show that a significant cent of people in Britain who are illiterate or innumerate. But when the programme, there were serious problems in West Gwent, where the illiteracy rate is put at 27 per cent, and in the United States, 27 million people are thought to have serious difficulties.

Helplines underfunded

Most local education authorities spend so little on adult literacy programmes that they barely meet the needs of 1 in 20 people, it was alleged this week.

The authorities are being asked to draw up three-to-five-year development plans to improve adults' basic literacy and numeracy skills.

A full-time organizer, or equivalent part-time staff, should be appointed for every 70,000 to 90,000 adults and a specific budget should be set aside initially to meet the needs of at least 5 per cent of those seeking help. The Adult Literacy and Basic Skills Unit (ALBSU) says in a guidance document for local authorities.

The targets we are asking local authorities to meet in the near future will appear pitifully low," Mr Alan Wells, ALBSU's director said. "But to be

quite frank, I doubt whether many will meet them."

More than 500,000 adults in England and Wales have sought literacy and numeracy tuition since 1975, and more than 60,000 sought help last year alone.

Unfortunately, there has been a wide disparity in provision between local authorities, which urges all authorities to set up development groups involving councillors, officers, educationists, students and volunteers. It also calls on local authorities to set up a minimum of 16 hours' initial training and 16 hours' in-service training each year.

Copies of the guidance are available free from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA.

Ian Nash

ILEA study proves value of smaller schools - MP



Frank Field: better schools being closed

The small-school lobby received an unexpected boost this week from Mr Frank Field, the Labour MP for Bickenhead.

In a letter to Mr Kenneth Baker, the MP says that Government pressure to remove surplus school places is forcing local authorities to close "the best schools".

Mr Field has analysed data produced by the Inner London Education Authority on the performance of secondary pupils. The study demonstrates, he claims, that small schools usually do better than large ones. And this is embarrassing for ILEA because most small schools are run by the Church, the MP adds.

It could also prove embarrassing for any future Labour Government at a time when it is a strong anti-Church school lobby within the party. Of the top ten schools in ILEA, nine are voluntary, says Mr Field.

11-plus proposal opposed

The proposal to abolish the 11-plus at grade six, a move which would mean the abolition of the grammar school system, has been opposed by a number of responses to the Northern Education Department's Education and Training Committee's report on the school system and parental choice.

The Association for Comprehensive Education and the National Association of Head Teachers dismiss as futile any move to tamper with "an established and discredited" selection system. Mr AET's spokesman said that the current system was a "sound basis for the selection of pupils for grammar schools".

Skills updating courses 'vital to industry'

British industry will be served highly-qualified manpower and more adults start going back to school, the Government's new education advisory body has warned.

In joint reports, the National Advisory Body for Higher Education and the University Grants Committee call on employers to invest more in training and provide financial rewards for employees returning to college.

The reports, *Adapt to Learn* and *Technical Skills for Progress*, also call on employers to play their part in ensuring workers to continue adult education.

Drugs appeal

Mr Phil Cooper, a former drug addict and now a self-styled street poet, has been travelling the country urging schoolchildren about the dangers of drugs, in planning to address a meeting on the need for a more comprehensive educational campaign.

Mr Cooper, whose unusual technique was described in the *Times* in November, wants to persuade teachers to broaden the scope of anti-drugs campaigns which, he says, concentrates too heavily on the physical effects of drugs.



Gallery trip in Merseyside: worth the investment of time and money, say inspectors

HMI reports

Copies of HMI reports about English educational establishments are available from the Department of Education and Science, Publications Despatch Centre, Honeywell Lane, Stanmore, Middlesex HA7 1AZ, and on institutions in Wales from the Education Department, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

Backing for museum visits

School visits to museums and art galleries are a stimulating and enjoyable way of learning, HMI inspectors concluded from a survey of 91 north-west primary and secondary schools.

Local education authorities should encourage them by including recommendations in curriculum guidelines about how trips can be used effectively.

The inspectors, who also accompanied schools to the region's museums and galleries, are convinced visits are justified even if planning time and travel costs makes them expensive. Pupils of all abilities could be inspired, particularly when history was brought to life, enabling them to step inside a conlimer's cottage or Victorian shop in ways not possible within school.

In many instances, pupils' attitudes to work benefited from the visual impact of well-displayed artefacts and pictures, which gave a sense of reality to what they learned in class.

The use of museums and galleries deserved serious consideration by all schools in order to enrich pupils' learning by experience, say the inspectors.

High price paid for salary action

by Jeremy Sutcliffe

Some of the damaging effects of the 1985-86 teachers' pay dispute are highlighted by an HMI report on a Brent secondary school.

Inspectors who visited Aylestone Community School - in the deprived southern half of the London borough - last February noted that no reports had been written for a year. There had been no formal in-service training during that time either and no staff or departmental heads' meetings.

There was also evidence of deteriorating behaviour outside the classrooms. The inspectors report that there was excessive movement of pupils around the school during lessons which may have been exacerbated by the cancellation of classes as a result of the teachers' action.

Some harsh, aggressive exchanges between pupils were noticed outside classrooms, in marked contrast to the

general good behaviour during lessons. In some corridors, staff had ceased to take responsibility for pupils' behaviour. Control needed to be re-established, otherwise the school's ethos and corporate identity would suffer.

Their report on the 623-pupil school also provides yet more evidence of the problems that lack of maintenance creates. Floor tiles were loose or missing and potentially hazardous, classrooms wall panels were damaged, plaster was missing from walls, glass door panes were cracked or broken, and parts of the roof were leaking.

The sixth-form area had been vandalized, and graffiti was daubed in toilets, and on furniture, walls and floors in some classrooms.

While the 30-year-old building provided ample space and was well-resourced and staffed, in general it presented a dispiriting environment.

Welsh staff fill supply gap

by Bert Lodge

Eighteen of 24 mobile staff appointed to develop Welsh language teaching were being used as supply cover when HMI inspectors went to Dyfed.

The visit was part of a survey of how grant aid to Welsh-medium education was being used. And despite the switch for a time in 1985 of specialists in the language to supply work, the inspectors were impressed at the authority's initiatives.

"All the schemes supported under specific grant lead to useful, conscientious and challenging work. The experiences of pupils, adults and teachers have been enriched and their competence in Welsh has been promoted."

"It is appropriate to pay tribute to the commitment of all who are concerned with the schemes."

The authority explained that from September 1985 to the following Easter, financial cutbacks forced the use of a high proportion of the special task

force as supply teachers. During the autumn term, this particularly affected Carmarthen and Llanelli districts.

While two language centres had been established as part of Dyfed's provision to teach Welsh to primary pupils, the centres had no special funding for the purchase of resources, the report points out.

The teachers linked to each centre were "a skilful and enthusiastic team". Their job was to teach Welsh, where it was the main language of communities and schools, to primary pupils who were recent arrivals in the district.

"Language centres are an important additional resource to assist the work of establishing the bilingualism of primary pupils in Welsh-speaking areas."

Residential language camps had been established with 50 to 60 pupils on each course, which were staffed by the mobile "area" teachers.

Dispute delays development of vocational plans

by Ian Nash

Prolonged industrial action by teachers in Wales seriously hampered progress on the Technical and Vocational Educational Initiative last year, says a report from Her Majesty's Inspectorate on a survey of Mid-Glamorgan schools.

A one-week residential course of induction for all TVEI pupils had to be cancelled, in-service teacher training was delayed, and the sanctions prevented much forward planning on activities for 16 to 18-year-olds.

Other problems included delays in provision of resources and slow implementation of the programme. But HMI insists that the only factor of "major significance" was the prolonged pay dispute.

The inspectorate finds much, however, to praise in the local authority's contribution to the TVEI pilot programme. "Very positive attitudes" were adopted by pupils putting skills to work, particularly in clerical studies, and although some schools were yet to make links with industry, those that existed were excellent.

Particularly noteworthy was the way a level courses across the full range of arts, crafts, humanities and science were enhanced by the introduction of TVEI-related computer-assisted learning programmes.

But many schools failed to meet the

TVEI criteria on equal opportunities. Sex stereotyping was "very much in evidence" and it was rare to find girls taking technology or boys doing clerical studies or catering.

Frequent absenteeism, particularly among pupils of lower academic ability, was a cause for concern, and on selection of work programmes for individual pupils, HMI recommends better procedures for giving advice and closer monitoring by senior staff.

Although teachers expressed initial reservations about the use of pupil profiles, "most seem to agree that the use of them considerably improves their knowledge of the pupils and therefore their ability to help them make progress," says the inspectorate.

Where schools were already revising their curricula, the TVEI fitted in well but too often at the expense of "breadth and balance" for individual pupils. Many schemes were so narrow they restricted career prospects.

The TVEI had produced a considerable amount of curriculum development in Mid-Glamorgan over a very short time, but there was still some way to go before the programme's philosophy of learning by experience and problem-solving was more widely assimilated.

The study was undertaken in last year's summer term.

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NEWS

English ability checklists under fire

by Sue Surkes

The idea endorsed by Mr Kenneth Baker, the Education Secretary, to establish checklists of what pupils should know at a given age about language met widespread criticism at an HM Inspectorate consultative conference last month.

Many of the delegates, drawn from English advisers and representatives of bodies that responded to the HMI report *English from 5 to 16*, thought children's performance depended on factors additional to age - such as the nature of the individual task.

But some areas of consensus emerged at the exploratory meeting in Birmingham.

There was considerable support for the replacement of the word "English" with "language" which would stress the importance of verbal development in all subject areas and be more relevant to primary schools. There was

also some agreement on the need to consider the pre-school years.

The director of the School Curriculum Development Committee's National Writing Project has called for a shift of emphasis in the way English is taught in schools.

Ms Pam Czerniewska argues in the latest issue of *English Today*, published by the Cambridge University Press, that youngsters need to be responsible for initiating, developing and evaluating their own uses of language.

She suggests that grammar has been latched onto as a substitute for the lack of content from which curriculum English has suffered historically.

The clues to the direction the curriculum should take come from the classroom, Ms Czerniewska says. Teachers who took part in the National Writing Project found that children

thought neatness, correct spelling and punctuation made a piece of writing good. They believed writing was done to show the teachers what had been learned and saw the acquisition of writing skills as part of the process of getting a good job.

Ms Czerniewska's article, which coincides with the Education Secretary's recent announcement of the membership of his committee of inquiry into English teaching, paints a picture of a confused debate about language.

HMI had tried to get down to specifics in *English from 5 to 16* but listed objectives that were "selective, often ambiguous and very mixed in terms of level," she says.

It now seemed appropriate to "leave aside the polemical statements based on myths about standards and forget for a while the sophistry about chil-

dren's personal creativity and instead to look at what actually happens in the classroom." As the HMI advises in the responses (to *English from 5 to 16*) we need to make a close scrutiny of the current language diet being provided for children.

Creative writing should be encouraged in schools to give pupils experience of different styles and some understanding of the powers and inadequacies of language, Mr Baker said last week.

He told the Arvon Foundation, which encourages creative writing, that creative literature was sometimes regarded as a soft option. But like other types of writing, it required close concentration and scrupulous observation, the careful marshalling of facts, arguments and ideas and the exploration of personal thoughts, feelings and understanding.

Ministers ponder electoral appeal of student loans

by Jeremy Sutcliffe

The Government announcement that student grants will be increased by 3.75 per cent in the next academic year has fuelled speculation that it intends to press ahead with the introduction of loans. But it is still unclear whether a decision will be taken this side of the next general election.

The rise, revealed last week by Mr Kenneth Baker, the Education Secretary, is a clear snub to the House of Commons Select Committee on Education, which last month called for an immediate increase in the grant to bring it more in line with student needs.

The 3.75 per cent charge was labelled "cruelly inadequate" by Ms Vicki Phillips, the National Union of Students president.

Even ministers are agreed that more money needs to be found to ease the situation. The official admission that the grant has slipped in value by at least 13 per cent since 1979-80 came in a Department of Education and Science submission to the select committee in December. The NUS claims the real fall since the late 1970s is 21 per cent.

Where the Government has its internal differences is in how the extra should be found. Mr George Walden,

the minister for higher education, has already said the Government inquiry he is chairing into the future of the grant would not consider a real increase in public funds as a way of meeting the shortfall.

Last week's announcement is a signal that the Government does not intend a massive injection from the public purse to solve the problem.

No deadline has yet been fixed for the review. If, as is widely believed, ministers come out in favour of a mixed grant and loan scheme, there will only be an announcement before the election if it is judged to be a vote-catcher.

The Government may judge that, by presenting loans as a way of getting more cash into students' pockets and easing the burden on parents, it may be seen to be doing something about a problem that has gradually worsened over 25 years since the present grants system was introduced.

But the NUS believes that loans will prove a liability to the Government in election year. It points to the problems caused by loan systems in the United States, where there has been a 6 per cent fall in the number of students from low-income families since 1979.

IN BRIEF

Left calls for cover inquiry

The Socialist Educational Association wants the Department of Education and Science to conduct a national inquiry into cover arrangements in schools. The SEA says stopping absent teachers should be a normal part of a teacher's normal work.

ILEA pay rise

White-collar staff working for the Inner London Education Authority will get pay rises from £32 a year to £42 a year backdated to last July. The settlement worth 6.2 per cent, including allowances, has been agreed after a 7.2 per cent, from £32 to £42 a year.

Freeze survey

More than one in four parents (25 per cent) could not get their children to school during the big freeze outside last month, according to a survey of 12 schools carried out by Audience Research.

New archive

A national archive for the history of computing is to be established at Manchester University with a £100 grant from the Leverhulme Trust.

Training cash

The Government will spend £10 million on in-service training in the next financial year. The money will be used during 1987-88 to update the curriculum and management skills of teachers, educational psychologists, youth workers and education advisers. Funding priority will be given to science, religious education, GCSE courses, electronics, ethnic minorities, special education needs, further education and prevention.

Short courses

Almost 1,800 residential short courses are available from the National Institute of Adult Continuing Education this year, ranging from a study of school education system to art, literature and study tours. A booklet containing full details is available, price £1.50 from NIACE, 198 De Montfort Street, Leicester LE1 7GE.

Use of cubes

In a TES report of the Primary Mathematics Education Project on January 5, it was reported that children from the Church of England primary school in Suffolk were playing with blocks. They were actually using the blocks to think cubes.

Difficult maths A level 'damages student chances'

by Jeremy Sutcliffe

Mathematics A level standards are too rigorous for most students and can damage their chances of receiving a university education, according to a leading academic.

Professor Geoffrey Howson, director of the Centre for Mathematics Education at Southampton University, believes the way maths A level papers are marked puts the candidates at a disadvantage compared with students taking other subjects.

He quotes two recent studies. One, carried out for the School Mathematics Project, for which Professor Howson is a consultant, has found that maths students who average grade D in other A level subjects, average only E in maths. S level maths students do even worse by comparison.

The second study carried out last year looked at 694 candidates who took both economics and maths A level under one examination board. Between them, they scored 1,690 points for economics (five for an A grade, down to one for an E), and only 1,350 for maths. In economics, there were 116 failures, compared with 213 in maths.

"Such data needs to be interpreted with care, but increasingly I am led to believe that A level mathematics standards are too severe for the bulk of students," he said.

Despite this, universities blithely

offered points scores which took no heed of the subjects actually taken. One deputy head, said Professor Howson, recently advised would-be business studies students not to take A-level maths, but to go for subjects such as geography and economics instead.

Professor Howson, who was delivering his inaugural lecture as professor of mathematical curriculum studies at the university, says the statistics back up the gut feeling many teachers have felt for some time, namely: "A-level mathematics can damage your hopes of a university education."

The deterrent effect of A-level maths could be gauged from other data. DES statistics for the exam for 1984 showed depressing failure rates among girls. One in three who achieved grade B at O level went on two years later to fail their A level.

Once again, this gave statistical support to anecdotal evidence. One teacher wrote: "The girls enjoy 1-16 mathematics to the extent that they often had to discourage some from continuing to A level after some experience with those who could not bridge the gap, yet who would have achieved an A level pass in another subject."

The current "perilous" shortage of maths teachers in schools would be paralleled in the 1990s by a shortage of maths lecturers in universities.

Humdrum as interesting as hi-tech

by Bert Lodge

Computers should be in schools for their educational importance and not just to prepare pupils for hi-tech careers, says the Independent Schools' Microelectronics Centre.

The centre, which has 500 member schools, points out that the word processor has made it feasible for primary pupils to draft and re-draft written work. "The work of the least able can appear printed as neatly as the work of the most able," it points out in a policy statement.

The computer should be part of pupils' everyday technology, it adds. In particular, they should understand how it can store and retrieve information and interact with such devices as a washing machine or a central heating system. They should also appreciate how it can respond to such apparatus as a temperature sensor, clock or light meter.

Ulster tribunals asked to probe religious bias

by Carmel McQuaid

Industrial tribunals in Northern Ireland should be able to investigate claims of religious bias in the education system, the Government has been told.

The North Eastern Education and Library Board wants it to broaden the scope of the industrial tribunal system, which currently deals with sex and marital discrimination, to include religious discrimination.

It also wants new machinery to enable appeals against decisions on claims of religious bias and says that all forms of discrimination complaints should be handled within the judicial system.

The board's proposals are in response to the Government's consultative paper, *Equality of Opportunity in Employment*.

It calls for two new agencies to counter all discrimination. One would counsel and educate employers in fair

practices. The other would operate on similar lines to the Equal Opportunities Commission, giving financial support, investigating complaints, and providing a conciliation service for aggrieved applicants or employees who consider themselves unjustly treated.

A judicial forum would exist alongside but separate from these to rule on complaints and appeals.

The board also argues that an employee's religion should be ascertained as a straightforward question, rather than deduced from other information.

"At present, most employers seek information regarding sex, marital status and disability. Employees fully appreciate that this is required. The board sees no reason, if information relating to the religion of an employee is also required, why this should not be asked as a straightforward question," the board says.

Ask the military to give peace lessons, head says

A headteacher has called on the armed forces to become involved in peace education.

Mr Colin Reid, head of St Christopher's School in Letchworth, Hertfordshire, told a Cambridge University symposium last week that the armed forces would have much to contribute because they were often less militaristic than many people thought. He said that they could contribute towards a better understanding of the realities and dangers of modern warfare.

Mr Reid, who introduced an international baccalaureate course in peace studies at Atlantic College, South Wales, told the symposium that it was vital to use material from a variety of sources and to present a balanced view to pupils. And he called for peace education to be taught as part of a coherent package that would also include multicultural and development issues.

He estimated that a quarter of all I.C.S.s now had guidelines on peace education or the teaching of controversial issues. But he said later that this was not enough and that too much had been left to the initiative of individual teachers and groups of parents.

I.C.S.s had to provide the reassurance and professional backing needed by uncertain heads and governors, he said. That support would then filter down to the teachers.

Mr Reid also hit out at critics of peace studies during his address, suggesting that they were not generally involved in school education and were more concerned with politics. He said an increasing number of professionals were becoming involved in peace education.

Boarders' parents to fight closure

Parents and staff of the Inner London Education Authority's Suffolk boarding school are to mount a campaign against its proposed closure.

As *The TES* reported last week, Dr Bill Stubbs, the ILEA education officer, has recommended that the school, Woolverstone Hall, should close in 1992. It has suffered from the decline in demand for local authority boarding provision and only 227 of its 360 places were filled last September.

At a meeting in London last week, Mr Richard Woollett, the head-teacher, told anxious parents that there was little point in "nit-picking" at the ILEA report even though his own copy was covered in red ink.

Mr Woollett believes that the cost of providing education and residential care for the boys at Woolverstone - most of whom come from difficult home backgrounds - should be shared between ILEA's education budget and social services. And his staff insist that the cost to the public purse would increase if Woolverstone closed as more extensive social services would have to be offered.

They also point out that the school's exam results are higher than the ILEA average. The majority of the boys are black and they do particularly well in comparison with the average black pupil in London.

"The ILEA must look into their consciences before they close down the school," said one black parent, Faith Brown. "It is not for the sake of the English children it must be kept open but for the sake of our black children."



Passed muster: Nine pupils at Radyr comprehensive school, Cardiff, have won places at Oxford or Cambridge universities - a school record. Eight sixth-formers are on their way to Oxford after success in the "fourth-term" entrance examinations, while Tom Stout (extreme left) has got a conditional offer to read veterinary science at Emmanuel College, Cambridge. Oxford-bound are: (1 to 7) Rachel Farrow, Exeter College; Dominic Field, Pembroke; Charles back row, Rachel Farrow, Exeter College; Dominic Field, Pembroke; Charles Vaughan Williams, Jesus; Stuart Wheeler, Exeter; middle row, Meg Young, Exeter; Abigail Bond, St John's; front, Adam Kane, University, Dominic Porter, who will read modern languages at Exeter College, is on a sixth-form scholarship in Canada.

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Peak productivity: Gavin Ward, aged 16, who was commissioned to paint for the Wilko of Walsley in Gloucestershire thanks to the help of his teacher at Rochford's King Edmund School, shows off his bird and tropical jungle scene which is on display at the charity's Slimbridge headquarters. Gavin, who gained his art A level when he was only 15, has now left school and gone freelance.

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Bill to ensure food quality

Basic nutritional standards for school meals should be re-introduced to safeguard "the health of future generations", an MP said this week.

Mr Tony Lloyd, the Labour member for Stretford, Manchester, said Britain's school meals service had fallen behind other European countries in quality since the Government scrapped its guidelines in 1980.

He plans to introduce a Private Member's Bill laying down minimum standards. "Hungry children don't learn," Mr Lloyd said.

His proposed legislation, scheduled for a second reading on February 20, has already won the backing of the London Food Commission and the Coronary Prevention Group.

The Bill requires the fat content of a school meal to be limited to 35 per cent of its energy value, and added sugar would be limited to 10 per cent.

School meals should also contain a minimum 12 grammes of fibre for every 1,000 kilocalories of energy.

A Department of Education spokesman said there was no evidence that the nutritional value of school meals has fallen.

Wales misses out on micros

Microcomputers have made far less impact on schools in Wales than in England, a comparison of two detailed Government surveys reveals this week.

Only one in nine Welsh secondary headteachers thought new technology had made a "significant" contribution to teaching and learning, compared with one in five of their English colleagues.

And whereas six out of 10 primary heads reported a significant impact in English primary schools, only one in seven did so in the Principality.

The Welsh Office report this week will therefore highlight concern, particularly as it shows negligible impact on the curriculum outside computer and business studies, mathematics and remedial work. Yet Welsh secondary schools have an average of 17 microcomputers each. This compares with a figure of 14 in English schools.

Welsh Education Statistics Bulletin No 3: Survey of Microcomputers in Schools is available from the Economic and Statistical Services, Wales 13, Welsh Office, Crown Buildings, Cathays Park, Cardiff CF1 3NQ.

Anti-Aids campaign starts at FE colleges

An Aids education campaign has been mounted at Blackpool and the Fylde College of Further Education in Lancashire in which all its 20,000 students are offered teach-ins, video presentations and explicitly worded leaflets.

It is believed to be the biggest operation of its kind yet launched in a college of further or higher education and the principal, Mr Michael McAlister, is being approached by other colleges for guidance on how it has been executed.

He said the leaflets could offend some people. "But with a national and international crisis of these proportions, it is vital we give sympathetic and accurate advice which can be understood by those most at risk."

"Many families are going to be affected by Aids. I believe all of us in education have a duty to do what we can to help."

A video presentation and teach-ins for as many of the 5,000 full-time and 15,000 part-time students as possible are being held in all the college's campuses by health authority officials

and a follow-up is offered to student advisory service.

The leaflets contain a list of phone contacts which extend beyond local boundaries to provide emergency confidentiality for those not known by clinics.

The campaign is sponsored by Manpower Services Commission, Lancashire's Red Rose Radio community media team. Secondary schoolchildren, and a South Yorkshire, are warned about the dangers of Aids special tutorials due to begin in two weeks.

Mr Keith Wilson, director of promotion in the open, said: "We are anxious to start the campaign as soon as we can and believe it will be one of the first on school campuses."

● Uxton is starting an Aids education programme to alert pupils and students to the importance of hygiene and behaviour.



Colin Reid: troops are not always militaristic



A special account for the Nat West

By Ian Nash

Ten girls who run a mini-company in a TVEI school last week helped the chairman of one of the "big four" clearing banks to put the finishing touches to his annual report.

Lord Boardman, the National West-

minster's chairman, went to the Ramsgate school for girls in Bromley, Kent, to finalize the text of a section of the report which the pupils had drafted. They reported on the school's mini-enterprise scheme, which the bank

sponsored in conjunction with the Department of Trade and Industry as part of Industry Year. The school was asked to write it after Lord Boardman heard that its pupils had established 13 thriving companies as part of their TVEI courses.

Mrs Janet Dunn, the headteacher, explained that every 14 to 16-year-old took some part in running a company and was involved in a three-day mini-enterprise conference in November.

Each of its companies can call on the support and advice of teachers and industrial managers but the girls are encouraged to become self-reliant in decision-making and handle their own budgets.

The girls had no difficulty handling Lord Boardman, said Mrs Dunn. "I am into equal opportunities and they have all had assertiveness training. They were not overwhelmed by him."

Pictured with Lord Boardman and the pupils is Mrs Sue Messenger, a TVEI teacher.

New jobs scheme for 18-25s may jeopardize YTS

The all-out expansion of the new Job Training Scheme ordered by the Government last week has raised fears for the future of the Youth Training Scheme. And the misgivings voiced by many of the groups involved in running the YTS are being echoed in private by MSC staff, including some senior officials.

The new scheme, which is for the long-term unemployed, primarily the under-25s, provides a placement with an employer for around six months, together with some training, as yet unspecified. Trainees, although they cease to count as long-term unemployed, work and train for their normal social security benefits plus travel allowances, and the employer may be asked to pay towards the cost of their training.

Among the fears being expressed is that some employers will use the more experienced 18 to 25-year-old JTS trainees rather than pay substantially more for a part-subsidized YTS school-leaver. Many of the JTS "trainees" are likely to be fully-trained, skilled workers.

Disquiet among MSC staff in the 10 pilot areas where the scheme has been running for the past 10 weeks has been reinforced by an instruction they allege they have been given to leave employers a free hand in the way they treat JTS trainees. This is in marked contrast, they say, to the restrictions on YTS managing agents who now have to submit to lengthy and exhaustive vetting.

Distrust of the JTS - now to be expanded into a mass nationwide programme when the 1,000 or so trainees in the pilot areas are only a third of the way through their six-month programme - has been fuelled within the MSC itself by what is regarded as the transparently political hype which surrounded last week's announcement.

Mr Barry Sheerman, Labour's parliamentary spokesman on training and youth affairs, said that he feared that there was a wider threat to the YTS

than competition from the JTS places.

What I am afraid of is that the YTS and other worthwhile training schemes will become smeared by what is opening with the JTS," he said.

It is known that shadow MSC members warned TUC representatives on the MSC weeks ago that they were being trapped into acquiescing to Government pre-election moves which would cause a great deal of confusion among ordinary union members, among the local authorities, and in the organizations representing the unemployed.

In the event, the TUC, after opposing the original pilot scheme, joined a working group of MSC missionaries made up of themselves, CBI representatives, and senior officials - a device that the Confederation's chairman, Mr Bryan Nibbelke, has used successfully in the past to get the TUC to agree to unpopular measures, apparently indefensible details.

It was left to Mr John Pearson, an English local authority representative on the Commission, to light a battle against the scheme, which insisted would damage the other training programmes and the Community Programme which would pay temporary work for the unemployed.

But Mr Pearson had to attend a meeting of the day after the sub-group reported to the Commission, and the TUC support for the mission recommendation to Lord Young incorporating some restrictions which the Secretary of State brushed aside.

Mr Geoffrey Holland, the MSC director, said on Wednesday: "The new scheme allows long-term unemployed people to demonstrate to employers that they are employable. Most of the existing temporary training programmes, he pointed out, did not bring people into contact with employers.

TAP turn-on will start the training information flow

The first batch of public terminals for a planned national training information network will come into service next month. High street shoppers will be able to use them to search out details of educational and training courses.

The terminals are being set up in 25 pilot areas throughout Britain. Most will be located in city centre sites, including shops, Jobcentres, careers offices, colleges, and public libraries. Each pilot area will have up to six terminals by the end of the year.

Initially, at least, the terminals will not be "hole in the wall" screens like tourist information displays or the money dispensers outside banks, but standard business microcomputers. Users will have to key in their requests using the standard procedures for accessing information on phone-linked public computer information networks like Prestel.

This means that all the terminals will be manned by trained advisers, ready to help users tap out their requests and explain how they can get further information or guidance.

The advisers will be employed, not by the Manpower Services Commission, which is responsible for the scheme, but by 25 independent agencies. To be known as TAP network agents - TAP stands for training access points - the agencies are being paid around £125,000 each to operate for a pilot year.

Among the agencies will be a couple of

further education colleges, a local authority careers department, several education departments and a company set up in one area to run the terminals as a private business.

An important task for the agents will be to start building up local databases, details of all the courses run by educational institutions, training organizations, and business firms in their areas. A special computer program which will enable them to store this information is being developed.

Commission officials say that the first TAP terminals are more primitive than they would like because they are having to use the existing system of connecting to databases like ECTIS and PICKUP. The Department of Education and Science lists of courses, and MARIS, the national open learning

database. The present arrangements mean that an enquirer has to use the computer to make telephone calls to each of these databases in turn, hunt down all the relevant information.

The MSC is commissioning research to develop technologies which will make it much easier for a user to get quick and straight answers to a question like: "How can I train to be a dressmaker?"

"Making it simple" for the user involves making it very difficult for the computer and the complex program required do not as yet exist," he said.

Beyond the present research, the MSC is itself putting the TAP system of public information systems together. There lies the possibility of developing a still more sophisticated TAP system which assumes the existing skills and potential of an enquirer and offers advice as well as information. But that would mean pushing the frontiers of the arcane field of artificial intelligence, and a decision on whether this is worth trying to develop is being taken.

Long before then, if the pilot areas prove the usefulness of the TAP system, there will be a national network of more than 1,000 terminals.

Edited by Mark Jackson



Muriel Briggs and her daughter, Rachel: eye-opening experience

Ian Nash visits a college that is pioneering a new way of involving parents in the education of students with learning disabilities

Something special

Rachel Briggs gets annoyed when her mother absent-mindedly describes her as handicapped and points out that what she is suffering from is Down's syndrome.

It is a reminder Mrs Muriel Briggs welcomes, since it reminds her how independent her daughter has grown following her move to North Oxfordshire Technical College.

From the staff's point of view, Mrs Briggs is as big a success as Rachel because her daily involvement in her daughter's education proves the value of the "Parents in Partnership" project, launched two years ago with £15,000 from the Further Education Unit.

The involvement of parents in primary school work is now commonplace but it is still rare in further education.

Teachers admit that they find co-operative teaching methods strange, and parents distrust what they see as institutionalized pastoral support.

Like most parents, Mrs Briggs was filled with anxiety when Oxfordshire declared that most of its post-16 special education would be handed over to five FE colleges. Earlier integration into comprehensive schools had not been impressive.

The fault in Mrs Briggs' view was not with the other pupils. "They were forced to address the problem of handicap in a mature way." But teachers were not always prepared for the transition and parents felt isolated from their children's education.

Any misgivings she had about the new FE programme were quickly dispelled, however. She realized that she might have been too cloying and fearful that her child would not be able to cope with independence.

"This place has opened my eyes and shown me what I should do, or rather, what I should not. It's too easy to do everything for them because it is quicker and you know you can do better. I have now been helped by the staff to stand back and let Rachel learn from mistakes."

The first hint that FE colleges were suitable for special needs students came in the 1977 Holland Report which stressed how vital it was to instil confidence in low attainers over the age of 16 and provide them with basic social, numeracy and literacy skills.

A year later FE emerged as one of three top priorities in the Warnock Committee's recommendations which triggered a series of special needs statements from the FEU, the autonomous, Government-backed college curriculum development body.

Most notable was "From Coping to Confidence", in 1985, a staff training and curriculum development pack. At the same time HM Inspectors were urging Oxfordshire to survey the whole of the 14 to 19 special needs transfer at 16.

Oxfordshire, therefore, seemed tailor-made for the FEU's project to identify ways in which parents could

take some responsibility for the special curriculum and help their children with a smoother transition into adulthood.

Not all parents were willing to co-operate, according to Miss Moyra Stevenson, the project leader and a tutor at the college. Either they thought teachers were trying to off-load a burden or they doubted their child's ability to act independently.

"Some children are not allowed to do anything in the home even though you can put them on video and show exactly what they are capable of," she said. "What good was mobility and other training if they were not allowed to do things in the home?" she asked.

The project, which caters for 36 students, started with a survey of good practice in FE in England and Wales. This was followed by an analysis of how far it was reasonable to expect

Mr Richard Hollingum, the adult skills course tutor, said project staff were fortunate because the curriculum could be developed by the teachers using TRIST (TVEI-related in-service training) money which bought time for the college.

"We used the Certificate of Pre-vocational Education as our starting point but whereas a CPVE student might be expected to operate a shop check-out, we train our students to use the shop itself and understand what the check-out is for."

It is tempting to refer to the pupils - who range from those with a mental age of three to those who are maladjusted but capable of CSE - as being contained in a special unit and not integrated. Certainly, they have special classes for most lessons.

"But everything on offer is available to all," said Mr Hollingum. "The most able go off and join English and mathematics workshops and one is doing the Royal Society of Arts examination." Where possible, students are integrated into ordinary classes.

He and the rest of the staff prefer to talk about "participation" rather than integration. It is a more effective way of explaining how the parents are involved and avoids the misguided notions of expecting children with severe learning difficulties to work alongside gifted pupils.

The curriculum is divided into three areas of independence, leisure and work. These are then subdivided into specific skills and a programme of learning is agreed between the tutor and individual parents.

In addition to the home visits, regular parents' evenings are held on a wide range of issues including sex education and personal development.

The air of partnership that now exists is in stark contrast with the atmosphere several years ago when the L.E.A. was threatened with legal action from parents because it was failing to fulfil its statutory obligations towards 16 to 19-year-olds with special needs.

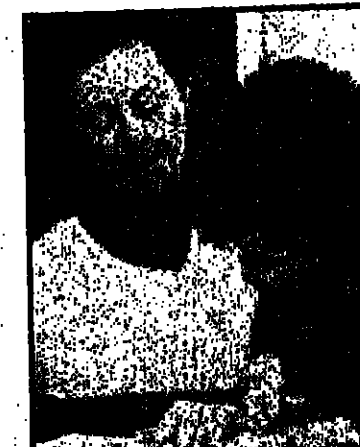
Parents now see the FE set-up as better than integration, because they believe children with special needs should not be "too much" in the minority, as tended to happen at secondary level.

Mrs Jean Woolgrove, who has a child at the college, said: "If there is a group of them here they tend to get on better in their work and they fit in better socially."

Another parent, Mrs Sheila Carter, said that her child had become more mature and easier to handle at home. "This is because of the way we are treated. Here, the teachers talk to you as an equal."

Mrs Briggs went one step further and suggested what was undoubtedly in the minds of HMI and the L.E.A. almost three years ago when the quest for a better special curriculum began in earnest.

"Coming in at 16 is too late. They should come here at 14 when the social gap between them and ordinary pupils is at its greatest," she said.



Sheila Carter, parent of a child with special needs, says her child has become more mature and easier to handle at home.

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Hart on course to enrol in presidential class of '88

The 1988 presidential election is still some way off, but the battle lines between the parties on future education policy are already being drawn. For the Republicans, exemplified by President Reagan's state of the union message last week, the priorities seem to be the reintroduction of prayer into schools, more competence in maths and science, and more study of the American constitution.

The Democrats see things rather differently. Former Senator Gary Hart, in a speech to a university audience in North Carolina, has set out a detailed education policy ranging from mandatory teacher testing to a longer school year and a cut in the size of classes. The cost would be \$12 billion (£7.6 billion) spread over three years.

Mr Hart, who is widely regarded as a leading contender for the Democratic nomination next year, said: "The test of our dedication to our country, to our most basic sense of patriotism, is not our willingness to sacrifice our lives. The test of genuine patriotism today is our willingness to invest our personal



Gary Hart: backing young talent

UNITED STATES

Bill Norris on the early manoeuvres for the race to the White House

and national treasure in the skills and talents of our young people."

But President Reagan, whose latest budget proposal would reduce federal spending on education by 29 per cent, was predictably not in favour of investing anyone's treasure in the schools. "We must act as individuals in a quest for excellence that will not be measured by new proposals or billions in new funding," he said. "Rather it involves an expenditure of American spirit and just plain American grit."

The President went on: "Preparing for the future must begin, as always, with our children. We need to set for them new and more rigorous goals. We must demand more of ourselves and our children by raising literacy levels dramatically by the year 2000. Our children should master the basic concepts of maths and science. And let's insist that students not leave high school until they have studied and understood the basic documents of our national heritage."

Following last year's pre-election furor over the problem of drug abuse in the schools, the Administration has backed and actually reduced funding for tackling the issue. This fact seemed to have eluded the President, for he continued: "There is one more thing we can't let up on—let's redouble our personal efforts to provide for every child a safe and drug-free learning environment. If our crusade against drugs succeeds with our children, we will defeat that scourge all over the country."

"Finally," he said, "let's stop suppressing the spiritual core of our national being. Our nation could not have been conceived without divine help. Why is it that we can build a

nation with our prayers, but we can't use a schoolroom for voluntary prayer? The 100th Congress of the United States should be the one that ended the expulsion of God from America's classrooms."

The need to tackle the problem of illiteracy appears to be the one item of common ground between the two parties. But whereas the Reagan Administration has so far produced no concrete proposals for dealing with it, Mr Hart has an idea. He is suggesting a "literacy corps", created as part of a broader voluntary national service programme, in which college students would volunteer 10 hours a week to tutor illiterates. The scheme would be conducted in learning centres, housed in schools or empty shops equipped with computer-assisted training devices.

Mr Hart is also proposing a dramatic increase in the study of engineering and foreign languages, higher pay and greater control over curricula for teachers, and government fellowships for students who will make a three-year commitment to teach in inner-city schools.

Many of his suggestions follow the recommendations of the recent Carnegie Foundation report on education reform, and they have a long way to go before becoming official Democratic Party policy. The major obstacle is likely to be the \$12 billion price tag, for the Democrats are frightened of being labelled as the party of "tax and spend".

Mr Hart has not avoided the issue. He is proposing to raise the money through an oil import fee, cuts in agricultural subsidies, and a possible surcharge on upper-income taxpayers. In an America increasingly aware of the need for education reform, it remains to be seen whether the voters will prefer this approach to the inspirational rhetoric of the Republicans. In any event, from an educational point of view, 1988 should be an interesting year.

OVERSEAS



Christa McAuliffe's parents, Edward and Grace Corrigan, with their daughter's grave in Concord, New Hampshire

Shuttle death anniversary marked by £7.5m cut

Christa McAuliffe is not forgotten. The young American teacher who was to have been the first to go into space, and who died in the Challenger space shuttle disaster a year ago, is to have her name attached to an Act of Congress. The Christa McAuliffe Teacher Training Act, setting up an \$80 million (£54 million) training scheme, will shortly be taken to Capitol Hill by Mr William Bennett, the Education Secretary.

It sounds splendid, but in fact the proposal is similar to a scheme Mr Bennett proposed last year, and actually reduces spending on teacher training by \$11.2 million (£7.5 million). To rub salt in the wound, the Education Department is also rescinding the \$2 million voted by Congress last year to set up a fellowship programme named after Mrs McAuliffe.

Lobbyists for the teachers' unions succeeded in blocking last year's measure, and with the Democrats now in charge it seems doubtful that the new Bill will have an easy passage despite the Department's claim that "there is no more fitting tribute to Christa McAuliffe."

The basis of the proposal is to combine a variety of teacher training programmes into a single scheme,

under which states would send teachers to institutions to train teachers in any field, with those wishing to switch to other fields and attract other professionals to teaching.

Its opponents claim that it will eliminate a number of existing programmes, and draw attention from budget cuts to other aspects of teacher training. "While it's good that the Administration has recognized the need to improve initiatives in teacher education," says a spokesman for the American Association of Colleges for Teacher Education, "we are disappointed that the way approach it is to take money from existing programmes that we happen to think are good."

Other critics have accused the Education Department of a ploy in trying to offset the impression that it was "turning its back" on the McAuliffe's memory by cancelling the fellowship scheme.

The charge has been denied by Bennett's press secretary, who said the scheme was found to be "important" and that taking it "was no reflection on her memory".

Martyn Powell continues an occasional series on work abroad with his experiences at a British primary in Nepal

Another world, another century

One of the world's smallest British primary schools is in the fertile Terai area of Nepal, with the towering Himalayas to the north and the Ganges plain and the scorching mass of humanity that is India to the south.

The Service Children's School at Dharan is administered by the Ministry of Defence, and serves the children of British military and civilian personnel attached to or serving with the British Gurkha regiments in Nepal. My wife and I are the only two teachers at the school. At the moment, we have 15 pupils, but numbers fluctuate as families are posted in and out of the country. Most children spend one or two years at the school.

Between 30 and 40 British families live in a "cantonment" — a word that was used in the Raj to describe a permanent military station. Dharan is the last remnant of a British military presence in the Indian sub-continent.

The children live in a most beautiful, enclosed environment. The married quarters have spacious gardens. Bananas, coconut, grapefruit and mango

trees are common in most gardens, and other species were planted as saplings when the cantonment was first opened.

An array of exotic birds sing undisturbed and chit-chats, lizards, snakes and tropical insects are frequent visitors for the children to admire and study. Adults and children ride everywhere on bicycles and the only motorized transport is the occasional military jeep or the brightly decorated Indian Tata lorries bringing materials to the cantonment.

The main purpose of the cantonment is to recruit Gurkha soldiers. Every year, more than 8,000 would-be recruits take part in a preliminary selection procedure in their own hill villages. This year, 470 were selected to come down to the cantonment and, for three weeks, were put through physical, medical and educational tests, in a ruthless process of elimination. Eventually 132 were signed up. A Gurkha rifleman in the British Army earns more than a brigadier in the Nepalese — so the fierce competition to

join the Gurkhas is a classic example of market forces at work.

The cantonment was opened in 1960. Recruiting bases had previously been in India. The school itself was opened in 1963 with two pupils. To date, 296 children have attended the school — and a ceremonial welcome awaits the 300th.

The school has two classrooms and an office complex, a playground and the use of the community swimming pool. The school is well-equipped, and the 15 children share two computers. Parents are aware of our rather limited capitulation allowance, and a recent fête and barbecue raised £500 for school funds.

Children new to the school have to adapt to the unfamiliar timetable. Beginning at 7.30am, the children go home for breakfast at 9am. They return at 10am and work until 1.30pm. We have recently experimented with opening the school for optional activities on two afternoons a week. With too few children to have organized clubs, the afternoon sessions have become a focal point for parents and other adults who come to help the children. They join in the activities, chat and drink tea and coffee — and at times, the adults in the school outnumber the children.

The cantonment is virtually self-supporting with its own water supply, power station, military hospital, butcher's, canteen and grocery shop, library, post office, bank and farm. Environmental work in such a situation is a perfect vehicle for learning. Projects centre on such themes as electricity, hospitals, food and postal communications. Background information comes from books, but far more valuable is that we can jump on our bicycles and visit any of the facilities. The British community is so

small that the children know all the adults and such a close bond helps to make these visits a more personal and rewarding experience.

The beauty and peace of the cantonment is such that it is easy to forget that outside the gates is the world's third least-developed country. The town of Dharan Bazar is an important trading centre, built on the strength of the Gurkha presence. Dharan defies description in any European sense and a walk through the town is much like taking a 400-year step back.

It is only the sight of the odd car which undermines this feeling. Bicycle rickshaws are the main form of transport, but they have to compete with trucks whose axles groan under the combined weight of people and goods, buses with more passengers on top and hanging on to the sides than inside, bullock carts, motorized rickshaws, children, goats, pigs and the inevitable sacred cows who squat anywhere and contemplate the movement around them.

Our children are often reluctant to venture out into such an environment. It is not a question of safety, because they are much safer in Dharan than in any European town of similar size. However, even with the cantonment in such close proximity, white faces are seldom seen and a walk through Dharan will result in a crowd of onlookers. Combined with the heat and smell, it is not surprising that the children prefer the haven of the cantonment.

Nevertheless, they are aware that they live in one of the most interesting countries in the world, a privilege few European children will have. I see this as a valuable part of their education and so we make regular trips outside the cantonment. With a junior class of four children and an army Land Rover available, organization is no problem.



Tickets to ride: rickshaw

Many of our trips are local, and we have been to Dharan market to buy fruit and vegetables, visited Hindu temples and Buddhist graves, watched brick-making and jute collecting, observed primitive ploughing and farming methods. We have studied the local houses that range from brightly coloured brick buildings to mud and bamboo huts.

A little further afield, there is a wealth of educational experience to be gained. We visited a nearby canal irrigation project and learnt a great deal about siphons and aqueducts. We travelled north from Dharan on a scenic road that rises and then drops more than 3,000 feet and has to be repaired continually because of early monsoon soil erosion, and we were fascinated as we watched labourers constructing cages that hold the stone defences protecting the road. Last year, the children went to a tea plantation near the Indian border. For most children these would-be textbook experiences: our children receive them first-hand.

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TES correspondents report on staff and pupil drug use

Smoking ban riles union

AUSTRALIA

Smoking will be prohibited in all New South Wales Government schools and Education Department offices from the beginning of next year.

The ban, which affects 47,000 teachers and 13,000 administrative staff, will be phased in this year. From March 1, all employees on departmental premises will have to get special permission from their supervisors to smoke in specially designated areas, subject to the agreement of staff members who use those spaces.

Mr Bob Winder, the head of the Education Department, said teachers should have to "practise what they preach" and provide an example for students by not smoking.

He said the ban was also prompted by an increasing number of formal

complaints from staff worried about "passive smoking" in work areas, particularly open-plan offices. Employees were demanding protection under the Occupational Health and Safety Act.

Mr Winder said the system would be policed by staff. "We are not saying 'shop your mates' but, where there is an objection to smoking, teachers will now have the back-up to make sure that others abide by the new policies. It's simply a response to the growing volume of complaints."

The Education Department is the first state department to ban smoking. But while some teachers and office workers have welcomed the move,

saying it will help them stop smoking, the legislation has drawn an angry response from many others.

The NSW teachers' union is annoyed because it was not consulted before the policy change. A spokesman said the proposals were inflexible and did not leave any leeway for those who would not break the habit. It might result in teachers lining up on the pavement outside schools, before classes and at lunchtimes.

The spokesman said the union would not want to take industrial action over the issue. He hoped the strong feelings both for and against the ban by union's members could be resolved by discussion.

Anne Suasskind



Growing up fast with a puff and a pint

IRISH REPUBLIC

Dublin secondary pupils are smoking and drinking heavily, says a new survey — and increasing numbers are involved in other types of drug-taking.

Sixty-seven per cent of the 3,000 pupils studied by Ireland's Economic and Social Research Institute had tried cigarettes.

Thirty per cent of 17-year-olds were regular daily smokers — compared with a figure of 18.7 per cent at the same age in the United States.

In the Dublin survey, regular smoking was associated with a poorer commitment to school and a lower self-rated academic performance. Smokers admitted problem behaviour more frequently than non-smokers.

Two-thirds of the pupils, including almost 80 per cent of 17-year-olds, had drunk alcohol. More than a third of the sample were regular drinkers, rising to more than half among the 17-year-olds. Of those who had tried a drink, most had been intoxicated at least once.

Among boys, beer was by far the most popular drink, followed by wine and spirits, while girls preferred beer and wine, with spirits less popular.

Compared with other countries, there was a relatively greater group of abstainers in the sample, while the number who drank regularly was between the rates reported for high-consumption countries such as France

and Australia and low ones such as Israel.

More than a fifth of the pupils had tried other drugs, including 30 per cent of 17-year-olds. Almost 13 per cent had used glue or other inhalants and a similar number had tried marijuana. The overall rate of drug use in the Dublin sample is considerably less than figures from the United States or France, but greater than from England, Scotland and Israel.

Neither father's occupation nor mother's employment status were related to adolescent drug consumption. However, there was a greater likelihood for students who received more weekly pocket money to be caught using drugs.

The report puts the case for intervention programmes but says that dangers, such as exposure to drugs, should be avoided. It also notes that more information was needed to help pupils to stand peer-group pressure and to resist temptation, the authors conclude.

Smoking, Alcohol and other Drugs among Dublin Post-Primary School Pupils by Joel W. Grubb and Morgan, ESRI Paper No. 122, Economic and Social Research Institute, 4 Burlington Road, Dublin 4.

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LETTERS

Nightmare vision for a nation starved of choice

Sir - A year ago I was campaigning hard for greater investment in education. The All London Parents' Action Group formed and other parent organizations woke up to the crisis in education.

I am now an elected member of the Inner London Education Authority and an unwilling agent of the Tory Government, with the heavy responsibility of deciding where to inflict the painful cuts. A single sweeping alternative of providing only that which is statutory would meet the Government's requirement. Away with nurseries, adult education institutes, the youth service - even sixth forms could go - and we would be able to sustain provision for 5 to 16-year-olds.

Curbing local education authorities' operations by underfunding necessarily creates a vacuum that the speculator quickly fills with private fee-paying clients. It galloped me to sit in the schools subcommittee discussing the merits or otherwise of various cuts.

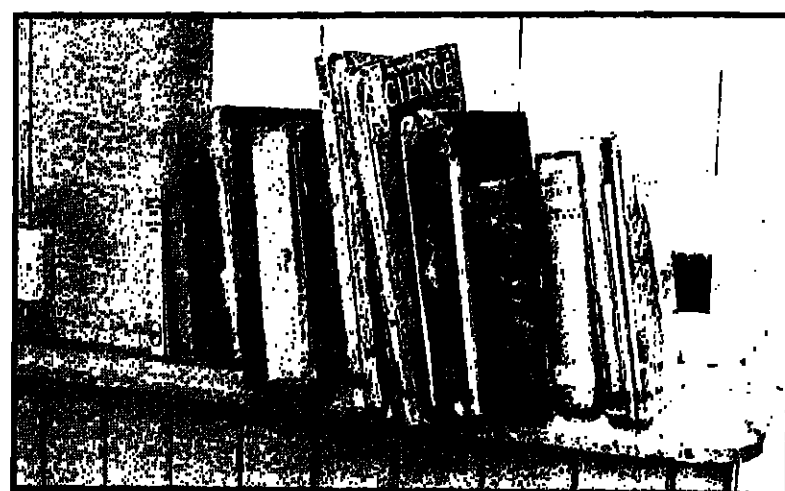
The vexed question of overstaffing and teacher re-deployment is the subject of a separate review. Overstaffing needs to be very precisely defined

taking into account the demographic see-saw and current considerations of integrating pupils with special needs into mainstream education. Crisis management must stop: we must seek stability in our schools.

I am shocked that £2.4 million of the education budget has to be spent on clothing vouchers; parents should be able to afford to clothe their children but we know that, in England, in 1987, there will be children unable to attend school because they haven't got shoes if we reduce this allowance; others will be under even greater pressure to leave school and join the dole queue. The child's right to education, in this country, is dependent on charity and is being seriously undermined by deprivation resulting from the lunatic right-wing policies of this Government.

Another £1.6 million is spent on examination entrance fees. This money goes to examination boards which are profit-making, enjoy charitable status and serve to restrict curricula and access to higher education.

The Tories sneer and advocate the swinging cuts in all areas of the education service. They want us to fill



Frayed edges: book budgets 'cut to the minimum'

only one teacher vacancy in three. The classes would then be so large that learning would be minimal, more teachers will leave and none will be attracted to the profession. Reducing school cleaning staff even further will mean that we are condemning children to schools that are not only decrepit but dirty as well. Admittedly, £733,000 is a massive amount to spend on scouring powder but I wonder if the suggested 5 per cent cut in cleaning materials might not mean health risks.

Botanical and zoological specimens are essential to teaching and for some children are the only experience of handling and caring for live animals. The budget for books and learning resources has already been cut to the minimum. Tickets for concerts, theatres and opera, museum visits, swimming lessons and specialized holiday schools are all earmarked for possible reductions. Many of the children in our schools do not have the

means to discover their culture, why should it remain the preserve of the rich and privileged?

Craft, design and technology departments are crying out for funding and expansion but we can't even meet the required number of teachers. Harrow, school for the rich and privileged, however recently opened its new CDT workshops with a ceremony performed by the Queen.

Our idiosyncratic education system is the most divisive element in our society; this is where our two nations are born. The nightmare vision of a nation with neither choice nor freedom presents itself as the discussion of the capital city's education budget unfolds.

BUBBLES POLYA
ILEA member for Hampstead and Highgate
County Hall
London SE1

L.e.a. campaign

Sir - I was pleased to see a copy of the Campaign for Local Education in *The TES* (January 23). I was then entirely happy with the content underneath it.

As the article indicated, the campaign originated from a resolution passed by the Council for Local Education Authorities at its annual meeting in July. The article, however, did not mention that the resolution was agreed almost unanimously, with only one of the 104 authorities voting against it. Whatever the formal position of the Association of Local Education Authorities - and that is open to doubt - the fact is that the campaign is supported by many of the authorities.

Before the Association of Local Education Authorities launched its campaign, a number of messages of support had been received from Sir John Gifford, Lord of the Treasury, and Josie Farrington, leader of the Labour group, has signed the campaign statement. The Alliance actively represented on the steering committee by Alison Gifford of Richmond L.E.A. and I am happy to show their support for the work when they next have the opportunity.

Philip Merridale and his ACC representative colleagues voted in favour of the campaign at the CLEA conference. They subsequently received advice that the campaign was not only decent, truthful and honest but also entirely legal. With reassurance surely the ACC will join the campaign as soon as possible.

After all, they can now see that it has already achieved. The last was an event of historic importance: we saw L.E.A. representative teacher and non-teacher unions, parent representatives and students with representatives of the ethnic minority groups and voluntary and community organizations. This support is not mere rhetoric. All these bodies after full consultation have put their signatures to the points of the campaign statement. Now that is surely something that deserves a positive welcome, not from the ACC, but in your newspaper.

NEIL FLETCHER
Vice-chairman
AMA education committee
35 Great Smith Street
London SW1

Church and State can never mix

Sir - The Reverend James Caperton (Talkback, *TES*, January 16) has written to know that the Corporate Chapter of the Woodard Schools, the largest group of independent church schools in England and Wales, carried out just such a review of its aims and ideals as he recommends, during 1984 and 1985.

In its review, the Corporate Chapter affirmed that its purpose is to provide that each pupil in its schools is Christianly educated in the tradition of the Church of England (or Church in Wales); that its schools base their educational programmes on the Christian view of man and the world; that each pupil should be given the opportunity to develop his or her talents to the full in the context of a Christian community. We believe that the programme of learning provided in our schools does derive from our foundational principles, although in practice it can always be improved.

In order to realize these aims, the corporation believes the Church must retain its freedom to establish and maintain schools, controlling their curriculum and educational activities. We accept that our programmes of learning should be subject to inspection and comment from Her Majesty's Inspectorate. We also believe that parents must be free to choose (and if necessary pay for) the education they wish their children to have and we regret the limitations on that freedom which low incomes usually impose.

We hold that the State has a responsibility to provide a legal structure within which independent schools may be maintained and parental choice expressed, since parents carry the educational responsibility for the education of their children. We also consider that the State should provide some of the material means by which this freedom may be exercised through upholding principles, providing assisted places and grant aid to schools. Without such assistance, our schools cannot hope to mirror the composition of society.

Woodard Schools, like other Church of England Schools, are well known for the way in which their limited resources are used to assist

some children whose parents are not able to afford the full fees. The spread of ability among children in our schools is surprisingly wide and a number of schools admit children with learning difficulties. We are a charitable body in this sense as well as being a church educational trust.

In his desire to recommend the reform of church schools founded in the last century, Mr Caperton is not aware of the profound conviction of 19th-century pioneers that freedom is an essential constituent of virtue and that the control of education by the State (or local government) is in the end inimical to the fulfilment of the Church's educational mission. Nathaniel Woodard was quite clear about this even though it meant charging fees at his schools.

Only in voluntary aided schools in the maintained sector is there some opportunity to uphold the ideals to which we subscribe, but that is manifestly insecure in the long-term because of the threats of the Socialist Educational Association on the one hand and uncertainties about the fu-

ture of local educational authorities on the other. Even if this were not so, local authorities would not be prepared to take on board more voluntary aided schools in the present situation of falling rolls.

The fact is that education, even in charitable institutions, has to be paid for. Unfortunately, local authorities are reluctant to take places in our schools even for children with boarding need, and there is no central government scheme at the moment. If, however, Mr Caperton and others who think like him would let us have other resources, we should be pleased to consider the best way of generating his 'simple scheme for salvation'. Meanwhile, we shall do our best to uphold the trust we have been given in the real world.

KEITH WILKES
Provost of Denstone
Woodard Schools (Midland Division)
The Mount
St John's Hill
Ellesmere
Shropshire

Tertiary trail

Sir - Councillor Peter Gruen (*Letters*, *TES*, January 16) has a strange way of presenting facts. Words like "in-famous" and "farical" do nothing to convince me that he is capable of thinking objectively about education reorganization in Leeds.

Officers of the Leeds education department tertiary unit attended more than 800 meetings between April and August 1986 and, as a result of this unprecedented consultation exercise, more than 60 major amendments were made to the original proposals. A further period of consultation is now taking place.

Because of declining pupil numbers, over half of the Leeds middle schools have difficulty in meeting national curricular guidelines and only 7 out of 43 high schools have viable sixth forms. Unlike Mr Gruen, an overwhelming number of parents, governors and teachers expect the authority to face reality and reorganize its education system.

The experience of members and officers who attended meetings in north-east Leeds is not in accord with Mr Gruen's impression: support for sixth forms and middle schools was far from unanimous. I understand his opposition to a single tertiary centre; if he reads the authority's proposals carefully, he will find that in fact 17 local centres are recommended.

GEOFF DRIVER
Chair, Education Committee
Selectopast 17
Merrion House
110 Merrion Centre
Leeds

Middle battle

Sir - I must take issue with the article "Leeds poised for tertiary scheme" (*TES*, December 12) by Ian Nash.

The proposals have received no support from either of the main unions. I am a member of the National Association of Schoolmasters/Union of Women Teachers, and no motion of support has been passed. Although the local executive of the National Union of Teachers has tried to gain acceptance of the plan, it has failed to convince a majority vote at meetings called to discuss the matter.

The manner in which the proposals have been developed has caused widespread concern. The tertiary unit, which has been responsible for the draft proposals, contained no members from middle schools and leadership has an FE bias.

Therefore, it is not surprising the middle school sector that its existence is to be terminated by 1990 under the proposals. A sizeable group of middle school teachers are fighting a decent, honest and honourable campaign to preserve a middle school ethos and identity based on sound pedagogic principles and agreed practice.

The Leeds Middle School Action Group believe there are options for post-16 reorganization which can include a middle school contribution and dimension. The attention of the Department of Education and Science will be drawn to this aspect.

I would urge middle school colleagues in other authorities who may be looking at a proposed tertiary system to organize themselves and ensure adequate and fair representation in the initial stages.

D R PARKER
Secretary
Leeds Middle School Action Group
13 Caythorpe Road
West Park, Leeds

Lights out

Sir - Brian Cox's prescription (*TES*, January 16) for mitigating the harmful effects of television on children - to persuade parents that no child under 14 should watch after 9pm - is too rigid.

First, as Professor Cox himself says: "On all channels there are still so many wonderful documentary and drama programmes." Many of these would infringe his suggested deadline. Second, such an arbitrary age-limit fails to take into account the varying levels of intelligence and sophistication in young people.

However, parents certainly need to be involved. For a start, educationists and all with the welfare of young people at heart might profitably promote a campaign to ban television sets from children's bedrooms and to encourage viewing as a family activity.

It is parents who should use their position of authority to choose and/or vet programmes and if necessary to turn the set off or send the children to bed. Only in this way can adults exercise their parental responsibility to teach their children discrimination which, in this as in other matters, is of the essence.

MICHAEL J SMITH
15 Golden Hind Park
Dibden Purlieu
Southampton



Disturbing images can also be therapeutic

seems an uncomfortable or challenging suggestion, it is one that teachers frequently have to face at the instigation of children in school who have had this experience.

Parents who are brave enough to take this line might find that understanding increases between themselves and their children.

ELAINE LEVER
Bridge Farm
Lillingstone Lovell
Buckingham

Line management

Sir - I was interested to read Michael Sterne's justification in "Management without driers" (*TES*, January 2) for a shallow pay structure for teachers, but distressed to realize from his penultimate paragraph that it rested, in part, on the false premise that non-promoted teachers in schools are the managed and, by implication, part of the workforce rather than the management.

Why do we persist in perpetuating the myth of teachers as the workers of the school, to the detriment of every teacher? However one conceptualizes pupils - as products, clients, apprentices or worker analogues - their need to be supervised and managed in their tasks of learning is as manifest as the fundamentally supervisory nature of the work of the teacher in overseeing those pupils inside and outside the classroom.

Teachers are not the workers of the school - "the managed" of Michael Sterne. Though they may be no more than first level supervisors in the school organization, they are part of the management structure, not apart from it.

HUGH BUSH
Lecturer in education
University of Leeds

Sex censorship

Sir - It is sad to read that *The Singing Detective* caused the enlightened Brian Cox to advocate "censorship of bed and sex scenes on television" (*TES*, January 16). This could be the thin end of a very big wedge.

Dennis Potter is accepted as a writer of major importance whose reputation precedes him. He commands respect for his courage and skill as a dramatist whose images are often powerful and painful. They are also universal and therapeutic in the ancient tradition of catharsis, derived by Aristotle from the drama of his own era, and recognized by succeeding generations as the essence of tragedy.

The plays of Euripides and Shakespeare embody the same principles, but are not considered "decadent"; they are still used in school, but without introduction and retrospective discussion.

No censorship of controversial drama, nor campaign to remind parents that they are ultimately responsible for what is seen in the home, will prevent children from being confused and disturbed by certain television programmes.

A more positive approach might be to see that children do not watch anything questionable alone without a chance to discuss it with some responsible adult afterwards. If this

Aids action

Sir - As a teacher, I have been personally involved in the formulation of guidelines for the care of children with Aids and the HIV virus in an educational establishment and have myself implemented such recommended practice in the teaching of a child with that medical condition.

As part of my research during secondment to the University of Manchester, I wrote some time ago to the education authorities of Greater Manchester, Merseyside and Lancashire to establish if they had drawn up policy statements regarding Aids and the HIV virus and how such policies would be implemented.

Regrettably, I have received replies from only five authorities (in contrast

to the excellent advice and assistance offered by health related services). I trust that this tardiness is solely due to a pre-occupation with the task of replying to a similar request sent to all L.E.A.s from the Health Education Council.

In my experience, prejudice is generated when people suspect some dread motive behind the withholding of information from them by authorities. My plea is for openness and honesty to allow free discussion, impartial information and help: the honesty which answers queries truthfully and can admit error and the inevitable gaps in our knowledge of Aids.

Innumerable references can be made to the impact of schools upon the lives of children and to the enduring influence of education in later life. If

our only inoculation against the spread of Aids consists in the knowledge and practice of a safe lifestyle, then I believe that teachers can and should be in a position to educate with this in mind.

The present Government hesitated before becoming committed to the fight against Aids. I hope that such hesitancy will not afflict education authorities and thus handicap schools who will take on the task of disseminating information and advice, and who will have the care of those children who will suffer from Aids or carry the HIV virus.

J MURDEN
20 Windsor Road
Clayton Bridge
Manchester

No idealist

Sir - In the world of Thatcherite economics, Professor Bernard Williams may feel entitled to seek maximum material rewards in sunny California (Palmair, January 23).

But he is not entitled to embellish his decision with idealistic motives. If he really cared enough about the humanities, he would have opted to stay here and to use his not inconsiderable abilities to defend them.

The Provost of King's further undermines his credibility by not acknowledging that polytechnics, as well as universities, have humanities departments worthy of defence.

ADAM CZERNIAWSKI
6 Tynley Avenue, London SE19

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Core studies

Sir - The Education Secretary's move to establish a national curriculum for primary and secondary schools will be welcomed by many educators.

One factor which has received insufficient attention so far is the nature of our examination system, in which certification is obtained regardless of the combination of subjects passed. This situation is not responsible for, but conducive to, an excessive disparity in the educational pattern from school to school. It also allows the pursuit of a narrow, unbalanced curriculum.

Imparting education of the appropriate breadth and balance to children requires an examination package which stipulates a minimum

core of subjects, embracing the arts and the sciences. One solution, retaining the single-subject facility of the GCE, CSE, and now the GCSE examinations, is to certify passes subject by subject as before, but to reserve the award of a "certificate" for passes in a specified minimum combination of subjects.

It is equally important to adopt such a procedure for A level certification. All of Western Europe and the United States have an examination system which ensures adequate breadth for the 18-year-old cohort. It is high time we followed suit.

Professor LJ HERBST
Department of Electrical
Instrumentation
Teesside Polytechnic

Over-dosed

Sir - The response of your correspondent, M St J Parker (*Letters*, January 23) to Tim Brighouse's plea for a transfer of resources (*TES*, December 26), had all the quality of tunnel vision. He posed the question: "What would you say if an expert on health care proposed to adjust the difference between a surgeon whose patients all too often died and another whose patients frequently recovered from their operations by requiring the two to exchange clients?"

Has he not noticed that we have an even more ridiculous scenario? The state sector has been diagnosed as unfit; the private sector has been given the medicine - £49 million next year. It is called the Assisted Places Scheme.

BRIAN R COLLINGRIDGE
Headteacher
Kingsmead School
Wiveliscombe
Taunton, Somerset



"Perhaps we should have sent him to a comprehensive."

Headship survey

Sir - I read with interest the latest published research on headship. The Changing Role of the Secondary Head (CROSH) completed by Valerie Hall, Brian Mackay and Colin Morgan, has not only brought us the POST report on headship selection (*TES*, January 9).

I have just completed an MSE which in part involved me in a field study with 29 secondary headteachers drawn from this Yorkshire, Nottinghamshire and Derbyshire region. I asked these to respond to two questions: "What is headship?" and "How do you measure your (headship) effectiveness?"

The responses were predictably anecdotal, hardly quantifiable and, in some cases, barely printable. However, when I analysed the POST and CROSH findings, some important differences emerge. For example, 20 out of the 29 field-study heads indicated a positive commitment to curriculum review.

However, it was clear (as in the case of CROSH) that not many heads chose to observe staff at work in the classroom nor the work of the school through the experiences of pupils. Contrary to the CROSH findings, the field-study heads did not appear to be seeking sanctuary in classroom teaching (arguably the last place to find it) even though there was considerable evidence of daily trouble-shooting or, more euphemistically, "maintenance" management.

The emergent face of headship, as perceived by the field-study heads, has many features of which leadership, ethos creation, the management of systems, resources and pupil staff development appeared prominent. This

Bitter pill

Sir - In attacking Tim Brighouse's article, Michael Parker uses a misleading analogy which is surely misleading.

The significant difference between good independent schools and good comprehensive schools is not a matter of expertise, competence or commitment of "the surgeons" but in the variety of educational demands placed on one sector and the general level of funding in the other. And that is precisely Mr Brighouse's point.

D R WALKER
Headteacher
Larkmead School
Farringdon Road
Abingdon, Oxfordshire

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TALKBACK

YOUTH UNEMPLOYMENT

Nobody knows . . .

Katie Powell

Nobody really knows until they experience it just how frustrating unemployment is. Every week I walk into the Jobcentre and browse over the rows and rows of possible jobs. I could be a waitress, a shop assistant or even a cleaner. I know that if I applied for these jobs I would get them.

Unfortunately I have been blessed with a higher than average intelligence. But, you do not need a degree to realise very quickly that you are better off on the dole than with one of these poorly paid jobs. You get more perks signing on, discounts on various activities and events. Who for instance could possibly afford to go to the dentist on £70 a week? You can also apply to the Housing Benefit Office and get most of your rent paid.

If I took one of these jobs, it would limit me in a number of ways. I would not have time to apply for "real" jobs that I feel are suitable and have career prospects. No employer would take kindly to my taking the day off for an interview and if I lose my existing job there is the penalty of six weeks' loss of social security.

So every other week I have to play a ridiculous game at the DHSS. "Any changes in employment, any part-time or voluntary work . . . ?" "No" I lie. If anybody wants a "real" job, the last thing they are going to do is sit around all day, or worse still visit a Jobcentre. That spells failure. During this period of unemployment you must do voluntary work, or some sort of part-time

course in order to improve your employment prospects. Employers do not look favourably at blank spaces on application forms where applicants have to fill in details of relevant experience and interests.

But the unemployed are immediately caught in a web. If found out, they could lose their giro payments, and despite this how would they raise the cash to do self-improvement courses? The answer obviously is to get a job, but we come full swing, catch 22. The unemployed person gets a job, but a well paid job is hard to obtain and the hours of work are likely to be long. So time is eaten up and he no longer has the energy to do all these voluntary activities or courses. He also has to start to pay real bills, no concessions now; so he cannot afford to start these interesting courses.

I recently experienced yet another irony of unemployment. I went for an interview. The job was badly paid but it was just the sort of thing I was looking for as it provided an opening into a career in the media. I also meant that I could do the typing course I intended to do among other things.

To my huge delight I was offered the job which I accepted. After my initial state of euphoria, I had to go down to the Jobcentre where I discovered I could not take the job because I had not been unemployed for six months. The irony is that I have not had a job since leaving university which was over a year ago. When I left in 1985, I



decided to get out of the oppressive environment of Great Britain and do some character building stuff such as travelling abroad for a year. When I returned I did a course which I had to finance myself. All this was geared to make my employment prospects much higher.

During this time I did not work and had no support whatsoever. I could not sign on because I was not available for work. Now I discover I would have been better off vegetating in Britain, sponging off the system and signing on every two weeks because at least I would then be eligible for an MSC Community Programme job.

Unemployment is not a choice but a necessity if one wants to get on in life. At the Jobcentre, jobs hang on the walls as if they were forbidden fruit; untouchable to many unless you have been unemployed for at least six months.

ASSESSING TEACHER PERFORMANCE

Three-year contracts

Trevor Smith

How to assess performance in a many-faceted job such as teaching is not a problem confined to schools. Research workers in medicine, agriculture, biotechnology, molecular biology and the other biological sciences have much in common with schoolteachers, being highly trained but with rates of pay that leave a great deal to be desired. The starting salary for a university medical researcher with an honours degree would be £7,055, rising to a maximum of £12,780.

The hours of work of the researcher, like that of the teacher, are widely misunderstood. University researchers, like teachers, do not go home when the students do. Few work less than 55 hours a week, more than 5 weeks' holiday a year. There is no payment for this "overtime" of course.

Assessment of the researcher's performance is normally based upon a three-year contract. Permanent research appointments are few and far between. Almost all those entering the profession are employed on three-year contracts which are rarely extended for more than a year. Then the researcher has to pack his or her bags, and seek another contract elsewhere.

This is where the assessment comes in; the probability of securing a further contract depends very much on the researcher's performance during the present contract. If the research is successful and papers are published in the scientific journals there should be comparatively little problem. If, however, the work has not been up to scratch, and not only have papers not been published, but the head of the research group cannot honestly supply good references, the chances of obtaining another job is greatly reduced. The below-average researcher may get a second chance, but rarely a third.

The three-year contract makes those whose heart is not really in the job look elsewhere as the contract nears its end. Would not a similar scheme be welcomed by the teaching profession? Would this not be preferable to some arbitrary intrusion into the classroom by a government inspector?

Being forced to change jobs every three years provides researchers with experience of working with different people on different problems in different laboratories, and they become more effective as a result. Would not

teachers derive enormous personal benefit from this too, as indeed would workers in all trades and professions?

For teachers, changing jobs every three years would be less of a problem than it is for medical researchers. Whereas research groups are few and far between and the change usually necessitates moving to another town many miles away, there are nearly as many schools in an average shire as research establishments in the whole of Britain. So the teacher might not even have to move home on changing contracts.

This is not to say that teachers should be on three-year contracts for the whole of their working lives. In the past, researchers after two or three-year contracts usually obtained a permanent post, although today with so few permanent posts available most researchers see no prospect of ever getting a lecture or other permanent research position unless they are prepared to follow their many colleagues to the universities and biotechnology industries in America and Europe.

In teaching, however, the situation is not so gloomy; after three or four short-term contracts, the majority of teachers who survived the assessment could be offered more permanent appointments.

Dr Trevor Smith is a researcher in the department of biochemistry and microbiology at the University of St Andrews.



JUNIOR SOCCER

Points of honour

Geoff Veasey

In one of the less publicized transfers during soccer's closed season, my son left his junior league club and began looking for another. We were both disillusioned, in fact he was sick as the proverbial parrot.

I've had experience of junior football as a referee, a coach and a spectator. The kids themselves rarely constitute a problem. They all want to play football.

Whenever I run teams I make it a point of honour never to renege on a promise. As most of my games involve genuine "friendlies", against well-respected opponents coached by kindred souls, no child promised a game or part of one beforehand, misses out. Even if it involves a procession of substitutes.

Football played at this level is a beautiful, simple game. There is a sense of fair play, lots of talent, and limitless enthusiasm. Until adult cynicism erodes this ideal, junior games are a joy to watch.

There are certain unsavoury exceptions. I can remember being staggered by a visiting manager/referee who allowed his own personal desire to win at all costs to subjugate impartiality, which is a nice way of saying he cheated. Besides allowing his team a brace of offside goals, he also generously accorded them a goal which did not actually pass between the posts, and a whole range of ingenious penalties.

If I had known he wanted victory that badly, I wouldn't have agreed to the fixture. It was more embarrassing than infuriating.

In school football, most parents are reasonably supportive from the touchline; I can think of several charismatic mums and dads whose encouragement and advice was an invaluable source of motivation for impressionable youngsters. I know, too, from my own experience, that it is practically impossible to remain silent while one's own offspring are engaged in contact sports.

In non-school junior soccer, however, or a slightly more sinister approach dominates. Such touchline instructions as "Get in there and kill 'em, son!" or "Get your heads up you bunch of fairies!" are not exactly in keeping with the spirit of the Association game.

Then there are the spectators who become so involved that all inhibitions

are forgotten. Their own personal fantasies are lived out, as they butt the most insane driver from the back. "You're not tight enough on the back, Rover!" they'll roar passionately. "Let's pack men into the box!" use these long crosses!

I have actually seen these "mad" nine or ten years of age, looking most anxiously, as if expecting, the long chunks of Chamonix from the "telly" demonstrate the day completely.

My son trained for most of the summer months in this mad atmosphere of liniment and jockstrap. I'm not sure if he's a better player, but he is a much more graceful in a clinically operated trap than in a diving header. The turned up for every session and he's hard, but he was no Maradona. He's a club, however, lacked either the sight or the moral courage to tell his so, and they strung him along.

I knew what was coming, but I wouldn't be told. He insisted that the whole family turned out to see his humiliation as the eternal substitute in the last trial of the pre-season, before the duration of the game, he was the line in full kit, while a cavalry team-mates caught the eye of a referee.

Only one other boy was subject to this torture, and he broke down completely, weeping with frustration at the final whistle.

Thank God an amnesia to the teachers' dispute led to my son's pling at least one season of pure school football. He was able to experience for the first time, a full game in October.

His first goal came as a bonus, and by Christmas, having my own school team scored not a team beat mine in an eleven a thriller. Brian Clough has all the come when Nigel demands a trade.

The spectators cheered every goal the teams clapped each other off the pitch, and discussed the best points over a shared game of beer. But it's good to be back.

Geoff Veasey is deputy head at West End Junior school, Coventry.

VISION AID

Third World in focus

David Morgan

Early in 1986, just as we were thinking about how to focus pupils' attention on the Third World, an appeal was launched by Keelers the opticians, in association with the Lions charitable organization. They wanted old spectacles which could be re-used abroad.

The appeal was adopted by a number of Redditch schools and other organizations, and the "Vision Aid" project developed.

The aims were to emphasize the importance of communication, particularly through sight; to highlight some of the needs in Third World countries; to recycle unwanted spectacles; to relate the project to subjects like science, geography and religious education.

Pupils collected disused spectacles, for which they were awarded "point" cards. After being cleaned and sorted, they were distributed free in Third World countries by Vision Aid Overseas. This organization holds eye camps in Tanzania and India where optometrists dispense the second-hand glasses.

Altogether some 360 pairs of spectacles were collected in the summer term, with one fourth-year girl bringing in 54 pairs. Other schools and organizations also collected spectacles, enabling the opticians to forward over 4,000 pairs.

Another aspect of the project was the opportunity to focus upon the contribution of local industry during Industry Year 1986. Many of the world's optometric and other surgical instruments are manufactured by Red-

ditch area firms such as NI Medical. A group of sixth-formers spent morning at NI Medical's Moore's factory, learning about aspects of the surgical, needle, and industry. They included video film of local opticians, Mr John Pearce carrying out eye operations.

The Vision Aid project has enabled our teaching. Third World needs featured in geography, optician communications in the sciences and the value of sharing resources and mutual vision and communication with God in RE.

Tanzania and the value of eye operations in a country with no national health service was portrayed in a series of assemblies through a construction of a set of slides, some of which were kindly lent by Vision Aid Overseas. They focused upon the story of a boy named Tembo and his family from the town in Tanzania (twinned with Redditch). A lunch-hour screening of the film *The Fact and Faith Film*, *When the Soul*, and the lady who spoke about her blindness with a blind husband provided further insight for pupils.

The Vision Aid project has given us a local community link and opened a broader one-world perspective.

The Secretary of Vision Aid Overseas, Martin Watts, Department of Optometry & Visual Science, The University, 111-121, David Morgan, London, EC1A 3DD. David Morgan is a Community Tutor of The Law School, Redditch, Warwick.

FEATURES

Comprehensive comrades

Joan Gregory acknowledges a debt to the Communist Party's education policy

The title of the recent Communist Party pamphlet *Defend Comprehensive Schools* is reminiscent of an important comment made by Dr David Hargreaves, the Inner London Education Authority's chief inspector, when he addressed the 1985 annual conference of the Centre for the Study of Comprehensive Schools. Those who argue in favour of the comprehensive school, he said, should be prepared to defend the system – but not defensive about it.

Twenty years of officially recognized comprehensive education has failed to produce strong definitive statements about the criteria and values upon which the genuinely comprehensive school should be based. HMI reports do not include any attempt to evaluate the extent to which a secondary school may be genuinely comprehensive. This makes it difficult to reply to those whose constant preoccupation is the perpetuation of myths about the alleged lack of competence of our comprehensive schools.

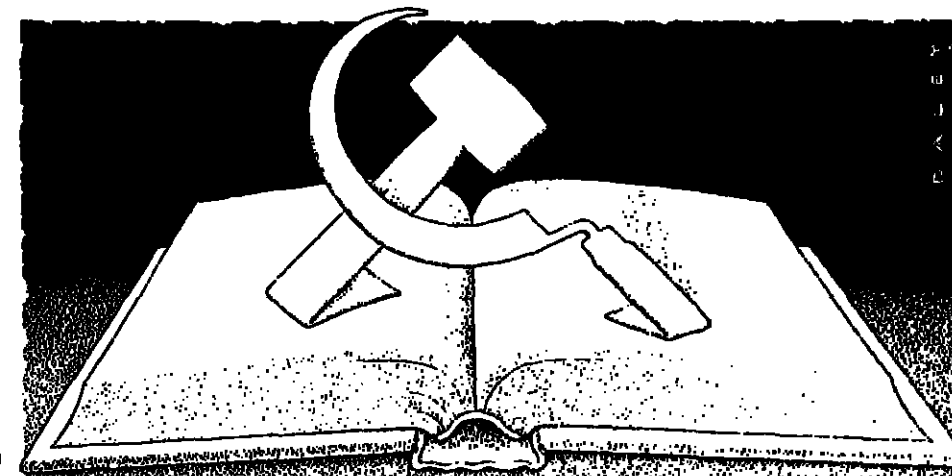
The Communist Party – and Professor Brian Simon, who wrote the pamphlet for it – are to be congratulated on two counts: First, on the strength of the title and, second, on a courageous, strong statement about a difficult subject.

Of course, it is mildly ironic that the first clear, unequivocal statement on the subject of the comprehensive schools now attended by 94 per cent of the country's children should emanate from a political party strong on commitment but almost totally eschewed by the majority of voters in the UK. In preparing our own positional paper, as we are at present, the Centre acknowledges with some gratitude the assistance of the CP pamphlet.

As might be expected, *Defend Comprehensive Schools* begins with an attack on the policies of the present Government, particularly those concerned with education which undermine the basic aim of developing "a type of school that could provide a full education for all, involving a common curriculum covering the main skills and fields of knowledge".

Sentiments such as these find sympathy well beyond the confines of the Communist Party. "An unprecedented campaign of denigration" is exactly what it feels like at the sharp end in schools and classrooms.

It would be easy to nicker about occasional typing errors, editorial gaps resulting in some repetition, (notably in the section called "denigration") or about the reference to CPVE as "examination". More worrying is the incorpora-



tion of such terms as "training", "instruction" and "remedial" together with unsubstantiated allegations about the low levels of numeracy and literacy achieved by youngsters entering secondary school. The use of "general education" is reminiscent of the early 1970s and the search for terminology which would encompass those courses designed specifically for youngsters for whom the public examination system was not intended. "The bottom 40 per cent" is a phrase long on assumptions but short on definition.

The Party does not see the new GCSE examination as any sort of solution to the need for a single examination at 16: "The present government has, in fact, imposed not a single examination but a system of examinations with differentiated papers and questions in every subject".

So what, according to the Communist Party, are some of the characteristics of the properly designated comprehensive school? It calls for "a common curriculum for all students to 16 and the abolition of all forms of segregation and streaming". How many can put their hands on their hearts and deny any form of separation, either in the way learning is organized or in the way option systems are administered? "This curriculum should cover what are still known as the 'basic' skills, literacy and numeracy."

The CP says that the genuinely comprehensive curriculum recognizes the need to change from the exclusively academic toward a balance which incorporates a synthesis of the practical, the vocational, the technical and the academic. "A crucial issue is the need to move away from the 'academic' curriculum which still predominates in comprehensive schools with the result . . . that pupils are increasingly alienated from schools which are not in a position to develop a renewed curriculum in line with the requirements of contemporary society."

Literature, art, music, drama and dance in the curriculum should not be regarded as luxuries but as essential in fostering "the active, creative elements in education".

The real comprehensive school, the party says, has clearly defined aims achievable by all its students and avoids "relegating some students to low-level, time-wasting activities". In other words, it provides a guarantee of entitlement to a worthwhile and appropriate education for all.

Schools are also positively involved in the local community and encourage learning processes which are active.

Genuine comprehensives also need "whole school policies about anti-racist education". In connection with this, it is good to see recognition

of the importance of the teaching of history and the cultures of a range of peoples, particularly those found in the UK population. History is often conspicuous only by its absence in the curriculum for older students.

Positive attitudes to a multicultural society should be encouraged, both in the curriculum and the general ethos, life, organization and atmosphere of the school.

"A study of women in society should be part of the curriculum for all schools" to combat sexism. Real comprehensives, the CP says, seek to involve, motivate and value young people so that they want to continue their education beyond the statutory requirement.

In addition, "the school should be pervaded with positive moral values relating to the concept of the responsible citizen" and give scope to all its members "to participate in decision-making as regards policy and, where appropriate, in the day-to-day running of the school".

Although not necessarily peculiar to comprehensive schools, there are several other challenging statements. "It is the duty of the teacher to be comprehensible to the student rather than that of the student to comprehend the teacher".

Later, in connection with GCE A level, it adds: "This examination must be broadened to promote a general education though allowing a certain degree of specialization."

The connection between "ownership" and "motivation" has yet to be understood fully in many of our comprehensive schools. But this particular nuzzle is grasped clearly in the pamphlet. "Comprehensive schools should aim to develop in their students the ability to make their own informed choices and decisions, to develop their critical powers and confidence in their own ability to participate effectively in the control of their environment and changing society in the interests of the people generally."

Surprisingly, perhaps, there appears to be no mention of records of achievement and only a passing reference to the growth of the modular curriculum. Both play major parts in attempts to enhance both achievement and success for many youngsters in secondary schools.

Joan Gregory is director of the Centre for the Study of the Comprehensive School. *Defend Comprehensive Schools* was written by Professor Brian Simon for the Communist Party. It is available, price £1, from CPGB, 16 St John Street, London EC1M 4AY.

English for the English

What should children – and teachers – learn about their native language? John Pearce offers the new committee of inquiry some starting points

We take it for granted that children should learn to read – so much so that we put a lot of effort into instructing them. The teaching of reading is an industry with plenty of research and development, in strange contrast to our more basic approach to conversation.

Talking is easy for most people, but being able to converse isn't quite so simple. Most teachers know the not-so-bright pupil who stands there, won't answer you, except with a half-mumble, won't look you in the eye. But it didn't occur to me for a long time that, for quite a lot of children, looking you in the eye is learned behaviour that some slow social learners miss out on. Some teachers have learned how to teach children (of 11, 13, even 16 years old) the habits and practices of conversing and found it makes a dramatic difference to the rest of their work.

It makes sense that some children have to learn that print goes left to right. Why doesn't it make sense that some have to learn that conversers exchange eye contact and signal the exchange of turns? Turn-taking is classic language behaviour, profoundly rule-governed, but almost always taken-for-granted we don't realize the rules are there.

The connections between speech and writing are much the same. Conversational turn-taking is signalled by changes of pitch, aspects of intonation. Intonation in speech has a lot to do with punctuation in writing – and this can be set out as a set of options with rules.

Another aspect of English that is systematic is spelling. If it weren't systematic enough to be learned, there would be no such thing as a mistake. But the well-known so-called spelling rules are a tiny fraction of the underlying patterns which, again, have a lot to do with sounds in speech – and these intricate relationships are now understood.

Most educated people are apt to think they know better. This is perfectly natural: being an educated person has to be proof of something. But what most laymen know or believe in this field is at odds with what modern scholarship tells

us. Our spelling is not a chaos, our punctuation is not a pedantic extra, our grammar is not solely the parts of speech. Our accent diversity, by the same token, is not irrelevant; the way English handles differences between the formal and informal (in writing as well as speech) is crucial to adult social living; and the ability to use complex phrases and sentences is a skill of real value which merely analysing them does not begin to help us acquire.

One might have thought that most teachers in training would learn about these things. Some do, but they are usually training for EFL, ESL or multicultural work: only a handful of the PGCE courses that train English specialists give these matters house-room, let alone due priority. As for prospective teachers of other subjects they hardly scratch the surface of what there is to know about language, even though they and their pupils will use it all the time.

One reason is the practices of scholars. There has been a distressing but sustained battle going on between the apostles of English literature and the new priests of academic linguistics. The Eng Lit side have regarded the linguists as the rudest of mechanics. The linguists have called from their ivory towers for a share of the territory, and both have been neglecting the needs of the client, the pupils.

What they need is neither the simplistic parts-of-speech grammar that the 1984 HMI pamphlet 'so joyously revived, nor any sort of academic linguistics. There is a need to develop a body of disciplined language study which requires

concessions on both sides and a good deal of learning as well.

The Eng Lit lobby is locked into a dogmatic opposition to technicality about language that shuts its members off from knowledge that they and their pupils badly need. But if English teachers stand off too hard from attempts to reach a consensus about language study, they could find that they and their primary colleagues will be required to reach the wrong sort. The academic linguistics experts will have to accept that an A level in pure linguistics would be a bad bargain if, instead, we could secure a basic course in language study as part of the training of all teachers.

What should it include? Certainly the structure of speech sounds and intonation, and how they bear on the differences between speech and writing, would be the starting point. It leads into the nature of writing systems and the features of the English one. That in turn flows into the structures of English phrases and sentences, which diverge into spoken and written again. In spoken language, teachers need to learn to listen for diversity of accent, to tolerate it, turn it to advantage and understand that it does not determine how far a child's education can go.

In written language, teachers should understand the concepts of audience and variety and how they relate to functional and literary ways of writing. One of the most fruitful of all linguistic ideas for teachers is presupposition; any communication makes assumptions about the person

to whom it is addressed, whether it be a poem or publicity. Understanding that reduces the risk of the teacher talking over the pupil's head or boring a class with what it already knows.

Above all, language study can set teachers free from the compulsion to play lecturer by exploring how children use language to learn, student teachers can begin to value learning as what the pupil does rather than what the teacher does to the class.

The inquiry originated in a proposal from HMI in their second pamphlet on *English 5 to 16* (1986). The idea was mooted in a sentence preceded by this: "It will be a long time before the professional union required to implement a policy can be arrived at." Just so: we have had official recommendations before, in 1964 and again (from Bullock) in 1974, but the practice of the schools remains muddled and hesitant. At the same time, the technical expertise of textbooks seems in general to be inversely related to their sales. The new inquiry has to try to find some way towards a consensus that will be put into practice. On the evidence, it doesn't look an easy prospect.

All is not gloom, though. Language is part of us, signal and symbol of who and what we are, marker of whom and what we associate with. The English have always been fascinated by it, and they are beginning to look at it with the benefit of better information. English plays a crucial if complicated role in maintaining the fabric of our society, and we know this, if only because most of us have definite opinions about how people (usually other people) talk and write. But it is also a world language, and there will be many eyes on what the English decide to do about English.

The inquiry's task, nevertheless, needs to start from the original HMI brief and focus on a process of change that will take a generation. It will have much new knowledge to take advantage of, and its members are mercifully free from dogmatic minds. So teachers should wish it well, but forbear to invest it with unrealistically high hopes.

John Pearce helped to write the *Schools Council Language in Use* materials and is an inspector of schools in Cambridgeshire.

Sarah Finkle

lingo

The Freudian slip

Enigma

Great Maria

Hillary Taps

Obsessed

Changes of Heart is not a shattering original work, but it does offer a valuable perspective to past and present feminist ideas. Its optimism about the changes made have been laudable for the better is encouraging. The thought is designed to leave the reader on a high note. It points out that women who have gone before us are the inspiration women today need to propel them towards a future in which the sky has no limits.

The sky has no limits

ious degree he can appear to Independent". The philosophy of book dissuades women from imitating this tendency, encouraging them instead to discover a position in society in which men can be met and dealt on equal terms. Support can be drawn from fellow women whose friends can be used to fight loneliness.

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her for social betterment and an ardent feminist. Her courage, energy and devotion to public service give her a well deserved place in this series.

Great Maria

According to Eva Figs's introduction to *Maria Edgeworth's Patronage* (Faber £6.95) the author was greatly admired by Jane Austen and to W. Scott was, perhaps ambiguously, known as "the great Maria" (known today for *Castle Rackham*), (according to some sources the inspiration for the Waverley novels). Figs rightly points out that Edgeworth's worth as a novelist of her time (1768-1849) is more than dubious. "The great Pandora has already been named."

BOOKS IN CLASS

[illegible]

BOOKS

Fiction in focus
Farmer Kesey

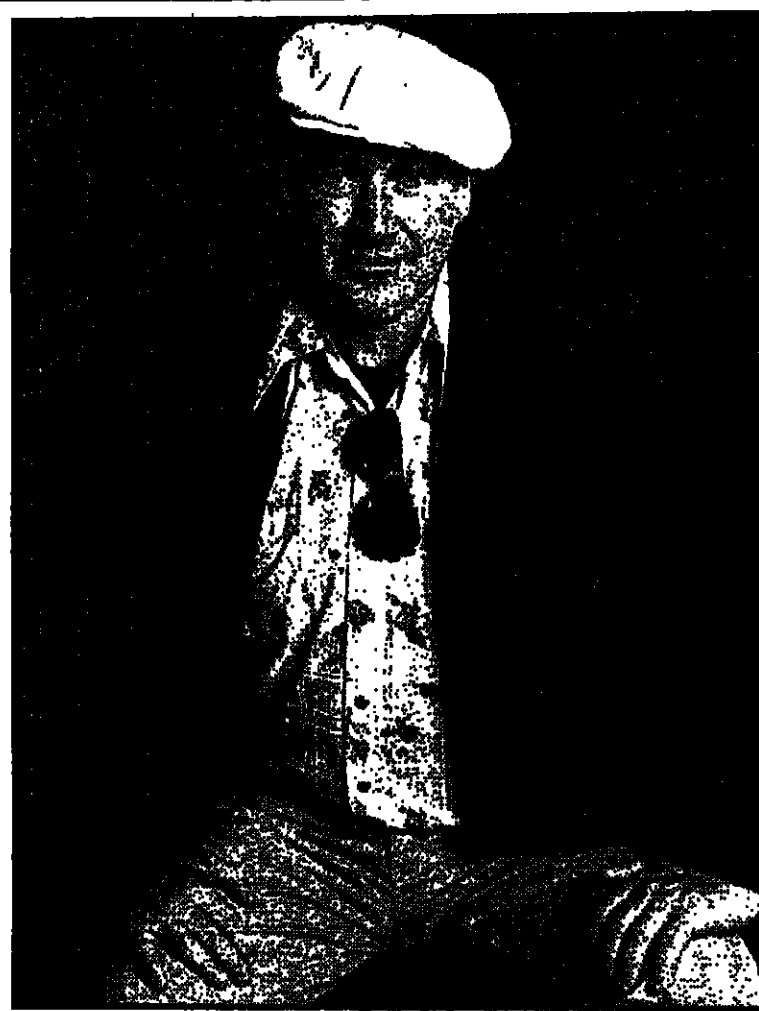
Demon Box. By Ken Kesey.
Methuen £10.95 0 413 40500 1.

American literature is especially rich in silences and disappearances, especially those that follow blockbusting success. Ken Kesey's silence was seen as some kind of technical knockout. Throughout the 1970s the story was current that Kesey was the victim of a serious LSD habit - he'd devised the notorious Acid Tests - and was unable to string one meaningful word after another. *One Flew Over the Cuckoo's Nest* had been an astonishing success and *Sometimes a Great Notion* a completely worthy successor. Thereafter, though, not much. The next best Kesey book was one written about him, Tom Wolfe's *The Electric Kool Aid Acid Test*, which established the myth of the Merry Pranksters.

Tony Tanner called the Pranksters' adventures on their famous bus Kesey's "third novel", but this was an admirer's rationalization. In terms of published work Kesey got his biggest audience in the 1970s as co-editor of the hippy bible *The Last Whole Earth Catalog*. In 1973, nine years after *Great Notion*, Viking published Kesey's *Garage Sale*, a shambolic collection of pieces, dominated by "Over the Border", an unfinished film script. It added nothing to Kesey's reputation and only helped reinforce the image of genius turned self-publisher, piper and jailbird. The sentencing judge called him a "tarnished Galahad", the critics washed their hands and turned out nicely dismissive articles. Case closed.

Prison terms were *de rigueur* around that time, except that Kesey didn't seem to have come out the other side. Like Norman Mailer, he seemed to have abandoned writing in favour of an acting-out of his personal obsessions. Appearances to the contrary, his silence has been no more than a front. Up in Oregon, his home state, he has continued to write with every sign of vigour. The only difference has been in the chosen means of publication.

There is a third Kesey novel, *Seven Prayers* by Grandma Whittier, that it was published only serially between 1974 and 1979 in Kesey's little magazine *Split in the Ocean*. Until the third of the seven instalments, the author's name was kept disguised. The same author/protagonist turns up at the centre of *Demon Box*, a new collection of semi-fictional pieces. In *The Search for the Secret Pyramid* - originally published in *Rolling Stone* magazine, Kesey quietly changes his own name in the text to "Devlin



Deborah, a device reminiscent of Kerouac's in *On the Road*, one of Kesey's sacred texts.

Grandma Whittier narrates two of the more obviously fictional stories and Deborah's son Quiston one of the more obviously personal. "Mother's Day, 1969". The rest are a strange blend of autobiography, journalism and fiction, beginning at the moment Kesey is freed after his drug term.

Kesey's first fictional effort was called *Zoo*; *Demon Box* is a modern bestiary, as vivid and as vividly written as folk-tale. (The inventor of Tricker Squirrel, Grandma Whittier becomes a modern Uncle Remus.) The human characters - Dev, Betsy, Quiston, Sherree and Caleb, with their friend M'Kehla - take second place to the denizens of the farm. People even begin to metamorphose into animals; a giant wrings "his huge tattooed hands together like mastic in a pit"; elsewhere, another hand is tattooed with a large fingered spider; a farmer has "a face like a starved mink". One story concerns a bull and cow; "Killer" is about a notorious goat; "Mother's Day" traces the last hours of an orphaned fawn. In "Tranny Man Over the Border", the car-obsessed tourist is deserted first by his car (the transmission falls out), then by his wife; typically only an old dog stays loyal.

Throughout the book, the Pranksters are known as the "Animal Friends". The routine chores of lambing and calving, breeding, branding and killing

become a metaphor for an overwhelming sense of loss and betrayal. The two most important "historical" events in the book concern death, that of Neal Cassidy (Kerouac's "Dean Moriarty") in "The Day After Superman Died" and that of John Lennon in "Now We Know How Many Holes It Takes To Fill The Albert Hall".

The "madness" Kesey celebrates in "Demon Box: An Essay" seems to be no more than a profound identification with nature. His "humanism" has never stopped at the borders of the human, a line which in racism or psychiatry is all too easily adjusted up or down to exclude unwanted elements. Kesey doesn't anthropomorphize. He merely baulks at the conventional distinctions. Speaking to Paul Krassner in 1973, he said: "the vile sport in the Mustang (I) driving to work with his muscular forearm tanned and ready for a day's labor has not one microgram more right to the inalienable rights of life than has the three months foetus riding in a sack of water or the vegetable rotting twenty years in a gurney field." If "microgram" recalls the days Kesey took many hundreds of micrograms too many, "inalienable" recalls his radical commitment to a personal Declaration of Independence and Bill of Rights that make no invidious distinctions between the orders of being.

Brian Morton

Graves account

Sir - I am sorry that Katya Watter finds the first volume of my biography of Robert Graves so dull (TES, January 2); but that is her opinion and she is entitled to it. What saddens me much more is that my central achievement is alluded to so casually. Ms Watter has discovered that some of the characters and incidents in *Goodbye To All That* ("may be")... inaccurate, apparently. If she has troubled to read my reference notes and to compare my account of Graves's early life with those of Graves himself and of his first biographer Seymour-Smith, she will certainly be aware that my volume provides the first solid ground under the feet of anyone who is interested in Graves studies.

When privately making a similar point to another critic, I suggested that a year was taken at random - Graves's third year at Charterhouse - and that we discovered what we could about that year both from *Goodbye To All That* and from Seymour-Smith, and compared the result with what appears in my own volume. Both historians and English specialists (and Katya Watter) might find this an interesting exercise; but in case they lack the time, I enclose a brief note on the matter which you may care to print at the foot of this letter.

RICHARD PERCEVAL GRAVES
11 Canonbury
Shropshire

Robert Graves: Academic year 1911-1912

Graves's account of the academic year 1911-1912 occupies pages 74-76 of the 1929 edition. In it he wrongly places his boxing match with Kodakowski (November 1912); their subsequent quarrel (summer 1913) and his Con-



firmation (spring 1911). Nothing of importance is mentioned except his chief persecutor had left the school. Seymour-Smith is no better; indeed, his account of Graves's year at Charterhouse is confused and founded by his astonishing claim that Graves was there for seven years when the school records show that he was only there from the summer of 1909 to the summer of 1914.

To discover what really happened 1911-12 it was necessary to turn to pages 75-80. Nothing very dramatic but clearly set out, and including (for example) Graves's joining the 8th Corps, his maiden speech at the debating Society, his collaboration with his sisters on the "Bobby's Ball" some of which were later published in his pilgrimage to Canterbury; and self-disciplined efforts to improve his prose style.

R.P.

Shades of Paradise

John Milton and the Transformation of Ancient Epic. By Charles Martindale. Croom Helm £22.50. 0 7099 3520 X.

Mark Pattison's suggestion that the appreciation of *Paradise Lost* was "the last reward of consummated (classical) scholarship" has often been derided. But it can hardly be denied that Milton's use of previous poets, often exquisite, especially in the epic, is a crucial factor for his composition if not for the reader's appreciation. That Milton is such a scholarly author may finally involve limiting criticism, but it is also part of what sustains his reputation. This is therefore a good introduction to Milton, with its erudite but combative acro-setting and its following chapters on Milton's use of Homer, Virgil, Ovid and Lucan.

William Blake's Epic Imaginatio. By Joanne White. Croom Helm £18.95. 0 7099 3683 1.

This book emphasizes Blake's closeness to the philosopher Berkeley, who like him cast a cold eye on "material philosophy" and "materialism", particularly as embodied in the rationality of Newton, Bacon and Locke. Although these writers, it is argued, are rather less than themselves as Blake, the close focus on Blake's "mental flight" that ensues makes the book a good, if slightly unbalanced, occasionally tendentious, introduction to "Jerusalem" and other poems.

Edward

Voyager

Ship in the Wilderness. By Jim Shackleton and Jim Sugden. Dent £14.95. 0 480 14719 1.

There can be few ships which have been to the Arctic and Antarctic through the North-West Passage to the Galapagos Islands, covering the passage some 1,500,000 miles. The story of such a ship is illustrated with photographs and sketches by the various participants, and is a most interesting and well-travelled work. The remotest areas on our planet, the *Linblad Explorer* with what they clearly impressed with what they saw, especially when visiting the Antarctic, the various Antarctic expeditions between 1899 and 1917, still exist there. "Intact" and preserved in the greatest freezer of all.

The photographs, both of nature and scenery, are superb, and the prose of polar ice. Ship in the Wilderness is a highly recommended book to any library. I have not explored the book, but it is a very good one. Darwin's *Voyage of the Beagle*.

Lisa Clark

Freehand

The Publisher's Freelance Directory 1987. Edited by Ray Hurst (Elvendon Press £15). It's about time that someone produced a concise reference book for the publishing industry to fit in where the Creative Handbook left off. This one fills the gap nicely. It contains profiles, CVs and samples from freelancers working in the fields of illustration, design, editorial production, marketing and public relations. One complaint - no photographers, but this will be remedied when the updated edition is published later this year.

Grand design

The Name of the Rose (18)
Cannon, Haymarket.

The Name of the Rose describes itself, with arch humility, as "a palimpsest on the novel by Umberto Eco" and, while it is inevitable that anyone who read and enjoyed the book will make unfavourable comparisons, it is only fair to view the film in its own terms, despite its being a *Rose* by the same name. But first, inevitably, the comparisons.

As a detective story, Eco's novel depended for its solution on the fact that the central character is a scholastic theologian, whose mind has been trained to pick its way through the medieval "universe of signs" where everything is a figure in a larger design. William of Baskerville is at the same time medieval man, Holmesian detective and modern semiotician who arrives at the truth through a combination of erudition and human understanding. He realizes that the key to the mystery depends on the actual design of the monastery library, which the reader is invited to unravel with him, and that the proper reading of it also means transcending the prejudices and superstitions of his contemporaries. The semiotician who explores the conventions of society also subverts them.

It is this that leads to his confrontation with authority and suggests another reading of the book, as itself a figure for the ideological conflicts of the 20th century. Jean-Jacques Annaud's film, though it is painstaking in its reconstruction of the physical environment of the medieval monastery, disposes of most of the theology to concentrate on this reading. The library, suggesting Piranesi's fantastic prisons, is merely a dangerous labyrinth, not a key to knowledge that will liberate mankind. The monks are a collection of Gothic grotesques and the novice Adso's brief experience of love is expanded to become the guiding theme of the plot. Where the novel discloses the continuity between 14th and 20th-century concerns, the film imposes its contemporary preoccupations on the medieval world.

What it does, however, it does well. Sean Connery plays William of Baskerville as a learned father figure to his novice, with enough quiet humour to persuade you that he might consider the discovery of Aristotle's book on comedy as a major event for humanity. Umberto Eco once described himself in an interview as the kind of intellectual who, on hearing the four-minute warning of a nuclear attack, would sit down to write; and William, elapsing an armful of books as the library burns around him, patently shares this faith in the transcendent value of learning. It is not something that the cinema



Sean Connery as William of Baskerville

usually manages to put across convincingly.

On the other hand, it can draw on a rich vocabulary of its own signs to depict horrid murder and sexual passion. One monk is disposed of in a barrel of pig's blood; another drowns like a parody of a pre-Raphaelite Ophelia, bedecked with leaves, in a bath-tub; and a third, in a cliché of the genre, locks his door against danger only to find that the murderer is already inside. There are burnings at the stake and a Quasimodo figure who tries to blow out the flames of his own funeral pyre. Young Adso's habit is lifted for the scenes of heaving backslates that, no doubt, earned the film its "18" rating. When the novice finally awakes from the dream of *The Magnificent Seven* and puts another gloss on this palimpsest.

Robin Buss

Radio Screen début

Probably the most interesting thing about the much trumpeted *Dillys Powell's History of the British Cinema* (Radio 4, Saturdays 2pm) is that it is the first radio series to be advertised in British cinemas. One cinema chain has been running on-screen trailers, free of charge, in the belief or hope that it will foster interest in the cinema.

After the first three programmes this seems somewhat unlikely. *Nostalga* rather than history, it has so far featured Hitchcock's work in the Twenties, the showmanship of Alexander Korda and, last week, the development of the documentary. Film makers chattered affectionately about the problems they faced in those early days when John Grierson was the guru who shaped the genre with films such as *Drifters*, a picture of the work of a herring fleet. *Dillys Powell* comments which apparently explained how a mill wheel worked and, inevitably, *Night Mail*. The music and W H Auden's words sounded as fine as ever but the so obviously rehearsed dialogue is now unbearably false. One began to sympathize with the early critic who dismissed these experiments in artistic realism as "glue factories photographing upside down".

The problem is of course that radio is a dusty medium on which to play film clips. A radio history of the cinema is, however, perfectly feasible but it needs far more edge: memories must be spiced with a more critical voice. Perhaps this will come in later programmes as the series covers the

second, more mature age of the cinema. Tomorrow it considers the industry during the Second World War. A happier aspect of Radio 4's new season are the early morning sequences. John Humphrys may sound a little sober for the Saturday edition of *Today* (he's fine on weekdays) and why, oh why can't we have Alan "Down to Earth" Titchmarsh back from Radio 2? A gardening spot is, after all, a valid item in any Saturday newspaper.

The re-vamped Sunday programme (7.40am) is also good news (although it is infuriating that its first quarter of an hour is not usually on VHF which, believe it or not, a fortnight ago was carrying interval music for part of this time). There have been spells in recent years when *Sunday* seemed like a house magazine for Evangelicals with some inexperienced interviewers failing to put obvious, challenging questions. These days it sounds as though it thinks someone else might be listening and, partly thanks to some strong news stories during the last month, it must now be sounding like a proper programme even to the uncommitted. The recent two-part report on fundamentalist and converted Muslims in Britain has been especially interesting.

The radio event of this weekend is the start of World Service News on Radio 3, unions permitting. Many listeners in the south and east (where World Service reception is good) have for years preferred the measured objectivity, unseasonal and international flavour of its bulletins to the domestic ones. As from tomorrow, Radio 3 will carry World Service News at 9am on Saturdays and Sundays and at 9am and 5pm on weekdays. We now have a choice between bulletins prepared in the newsrooms of Bush House and Broadcasting House. Some might say they have rather different news values. A gift for media education lessons.

David Self

Grotesques

Spring Awakening.
Swan Youth Theatre, Swan Theatre, Worcester.
More Dreams and Moonshadows.
Kaleidoscope Theatre Company, Swan Theatre, Stratford.

The shame, disgust, and prurient curiosity with which Wedekind's society, bent upon "iron discipline" and "moral principles", overlays the adolescence of its younger generation is almost tangibly felt in this studio production of *Spring Awakening*. A dark claustrophobic tunnel of black curtains enfolds the audience and leads to a bare stage, often grisly lit, hung with thick ropes like prison bars, hauling the vision of the young characters as the tight, restrictive clothes transmute their limbs. Edward Bond's translation, with its vivid images of burning, and sardonic humour, gives the cast a supply vehicle for some strong performances, notably from Kim Hake (Melchior), Jeremy Davis

(Moritz) and Sally Williams (Wendla). Realism and expressionism don't always sit easily together, but the theatre's assistant director Chris White has choreographed a memorable scene for the school teachers' discussion of Melchior's "disgusting document" a group of sub-human grotesques whining and snuffling excitedly in a mire of their own making.

From Wedekind's fetid world to the myths and magic of pre-Arthurian Britain, and an equally atmospheric production by Kaleidoscope Theatre Company, written and directed by Carolyn and John Revell.

The professionalism of this company, all of whose actors are mentally handicapped young people between the ages of five and twenty-one, increases each year. In this production, the integration of a continuous soundtrack of music and oration with stylised mime and movement on stage, the simple dignity and sense of drama with which the cast project their mystic story and evocative lighting by John Strepton, combine to create a richly patterned piece of theatre.

Ann FitzGerald

On the write lines

An Author's Handbook. By David Bolt. Piatkus £3.95. 0 86188 390 X.

How To Publish Your Poetry. By Peter Finch. Allison & Busby £3.95. 0 85031 631 6.
The Craft of Writing Romance. By Jean Saunders. Allison & Busby £2.95. 0 85031 678 2.
The Magazine Writer's Handbook. By Gordon Wells. Allison & Busby £3.95. 0 85031 630 8.
Successful Freelance Journalism. By Fay Goldie. Oxford University Press £4.95. 0 19 570372 3.

I have always found something deeply unpleasant about books that tell you how to write and get published. It must be the self-importance exuded by the authors: they have reached the elevated status to which we humble readers can only aspire. Occasionally, however, I can still be pleasantly surprised. David Bolt has performed this service with not a hint of one-upmanship. Instead he writes in a tone of heavy good sense, conveying a wealth of up-to-date, useful information. He declares that he will not tell

you how to write bestsellers, what to write or where to market it, or indeed how to make money from your writing. What he does do is concentrate on where to get advice and how to present your work, and what not to write (the Science-Fiction-Humour category is "dodgy", "SF addicts being disinclined to see the funny side", while "I've never come across a Gay-Ghost but why not?"). There's also a short but useful section on what happens if you book does get taken on by a publisher. The only problem is that he is far too nice; no eager author with an utterly dreadful novel will be deterred by his wise words from thrusting it upon unwilling publishers.

The Allison & Busby series is better in the concept than the execution, from the samples reviewed here. Peter Finch on poetry knows his business and alone would ease the path to the publisher. Jean Saunders, while she gives a sense of what it is like to write romantic fiction, unfortunately writes in the same breathless prose one would expect of one of her novels. Gordon Wells rather lets the side down. The bulk of his book is a selective list of some 70 magazines (including the *Guardian*, strangely). For each entry

there is a description of typical contents and freelance fees. It's an odd selection; would the ambitious freelance really be looking to get work published in the magazine of the London Rochabites? *The Writers' and Artists' Yearbook*, a browse through a good newswriter's wares and a little commonsense will get you further.

And on top of the commonsense remember that three things may lie in wait to defeat you: LAZINESS, LACK OF COURAGE and THE WRONG MENTAL APPROACH. Pay Goldie, with her charming exhortations in capital letters and italics, has no truck with shrinking violets. This is the world of the jobbing freelance who can write an article on BIRDS one day and on STRANGE WILDS or DIAMONDS the next. She's full of useful and well-tried tips (though she'd probably call them notions) of general application to would-be freelancers. Yet the book has an oddly dated and distant air. She also does such mysterious things as urge us to read Dorothy Brand's *Wake Up and Live!*, which is, apparently, so popular that it sells out as soon as it is released, and shows how to make the (freelance) most of a tip to an English

farm. All is quickly explained by the title page, which shows it to be a product of OUP in Cape Town. OUP UK are obviously guilty of LAZINESS and THE WRONG MENTAL APPROACH: they could have adapted the book for the British market, taking out the non-British quirks, or inflated a new one. A curate's egg is no credit to them and unfair on reader and author alike.

Sarah Jane Evans

Freehand

The Publisher's Freelance Directory 1987. Edited by Ray Hurst (Elvendon Press £15). It's about time that someone produced a concise reference book for the publishing industry to fit in where the Creative Handbook left off. This one fills the gap nicely. It contains profiles, CVs and samples from freelancers working in the fields of illustration, design, editorial production, marketing and public relations. One complaint - no photographers, but this will be remedied when the updated edition is published later this year.

Lisa Clark

**Try and catch the wind**

Multi-Media Melting Pot: Marketing "When the Wind Blows". By Richard Kilborn. Comedia £4.95. 0 906890 93 4.

Raymond Briggs contributes a short introduction to this account of the processes involved in exploiting his cartoon book *When the Wind Blows*, and describes his own feelings about seeing his work transferred from one medium to another. *When the Wind Blows* is the story of an "ordinary" couple caught up in nuclear war: Jim and Hilda are obedient citizens, nostalgic about the spirit of the Second World War, confident that the authorities know best and determined to obey the instructions of *Protect and Survive* the letter. He tells this album in the context of Briggs's other cartoons, and

caricature of naivety (though we realize retrospectively that innocence in this case can be construed as irresponsibility). How successfully the characters and story can be adapted for radio, film and theatre, is the subject of Richard Kilborn's book.

Overall, he agrees with Briggs that *When the Wind Blows* worked exceptionally well on radio, and much less so on the stage. The animated film version has just been released and the demands of the industry have meant at least some changes to the ending. Leading Kilborn to consider the question of "marketing" the nuclear threat. He tells this album in the context of Briggs's other cartoons, and

other versions: Briggs was not a member of CND when he began *When the Wind Blows*, but the radio broadcast, in particular, attracted criticism from listeners who felt that it was propaganda motivated by convictions extending beyond the question of nuclear weapons. In his final chapter, Kilborn makes detailed suggestions for using the different versions of *When the Wind Blows* in teaching media studies, English and other subjects. This is inevitably a controversial area: some people are ready to go to war at the very mention of "peace studies" in schools. In the end it depends on whether you consider that Jim and Hilda's ignorance really makes them innocent of what may happen when the wind blows.

The film version of *When the Wind Blows* will be reviewed next week.

THE YOUNGSONG MUSICALS

SECONDARY AND MIDDLE
"In Great Grandmother's Day"

Drama of 1914 Burton children who went on strike FOR their teachers. Chris Adams moving new musical version. 12 mins. £10.95.

"The Factory Children"
Poem about the children in the industrial 1800s. Performed all over the U.K. 30 mins. £10.95.

"The Evacuees"
City kids sent to the country in war time 1939. A tale of a school where 12 mins. £10.95.

PRIMARY AND MIDDLE
"Join the Dots"

High Space Comedy with a difference. 5 mins. £4.95.

"Dressmaker"
Drama and adventure by BBC television. 12 mins. £10.95.

"The Window View"
Geez legend about a young girl. 5 mins. £4.95.

"The Lollipop Lady"
For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.

For children and adults. 12 mins. £10.95.



State of the Art.
Channel 4 Sundays 8.15pm.
State of the Art.
ICA Gallery, London until March 1,
then Laing Art Gallery, Newcastle
upon Tyne, Harris Museum and Art
Gallery, Preston, Cartwright Hall,
Bradford, and Salisbury Centre, Uni-
versity of East Anglia.
State of the Art. By Sandy Nairne in
collaboration with Geoff Dunlop and
John Wywer.
Chatto & Windus £19.95 and £12.95.

The art world of this book does not encompass all art worlds," writes Sandy Schick. "What is and what is not is also true of the television programme and touring exhibition. United by a set of common themes, none of the parts either singly or collectively attempts a representative survey or assessment of current art. In fact, viewing either the programme or the exhibition without the book can be frustrating for all but the most informed observer of the scene and the most patient of viewers. A collage of locating texts, descriptions and analyses of works and quotations from the artists and others, can be taken in at the reader's pace. On screen, the same format combined with a plethora of quick-changing images borders on the indigestible. So much television time has been given to contemporary art is self-evident, particularly when, like *Art Now*, it is the work of a single writer, director and producer, having gone out of their ways to put art back into its social, economic and political context. But the complexity of

their chosen themes is too great to be accommodated in six one-hour programmes: even more than the book's chapters, they are over-stretched. The exhibition, despite some engaging pieces, can do little more than provide intermittent illustration, understandably refusing even to attempt a theme like "Value, Commodity and Criticism", the second programme (and chapter) which deal with the role of collectors, commercial and public galleries, specialist magazines and critics in the creation of aesthetic and monetary worth.

This, nevertheless, was one of the more coherent programmes so far. For once, the rather glossy camera style that has characterized the series was just right for those aspects of the art world where personality, privilege, fashion and media glamour coincide, and New York dealers like Mary Boone are more famous than the big-investment artists they represent. Hearing Boone's Cologne-based, minimalist husband, Hans Olsson, say "The whole of what an artist does is his 'position'. I am interested in his position. I'm not interested whether he paints a picture I like or dislike" was certainly interesting, but best of all was collector Douglas S. Cramer, producer of *Dynasty* and *The Colby's*, telling us that "Mary Boone needs courting. . . . I think the major dealers around the world, like the major producers, or the major writers, or the major businessmen need a certain amount of courting. . . . It's not they who determine value after all?"

In the first programme, "History, the Modern and Post-modern", we

were given the "position" of one of Werner's gallery artists. Like his fellow contemporary, Anselm Kiefer, what haunts Jörg Immendorf is the German question and his country's long-repressed Nazi past. But where the contemporary Italian painter, Carlo Maria Mariani, rather dubiously reconstructs a neo-classical world favoured by his Fascist predecessors, Immendorf keeps to the present, freely admitting, "I'm one of those people unable to look at their background in the events of 1968". He is, in many ways, more convincing than Mariani or Jonathan Borovoy, the other two artists dealt with under the same theme. Immendorf and Kiefer have created just those images of unease and alienation discussed by the authors and it is fitting that they are better represented in the exhibition.

What position does Naime hold? Disavowing any authorial voice behind a dialectical structure makes this difficult to discern. Yet, even without the book or having seen the exhibition, these four programmes are sufficient to make Naime stand out as the director of Exhibitions at the ICA and another familiar with his shows over the last few years will find no surprises here. The choice of themes alone is polemical. That, however, is no criticism in itself. When the topics are relevant to a substantial group of artists, like "Sexuality, Image and Identity," the themes work well. When they are so catch-all that any artist could be included, like "Imagination, Creativity and Work," then they fail in all three contexts. So far, the score is two up and two down.

Michael Clarke

these things with a grass-roots spirit that the bees will pollinate the British film industry because of the climate. So? The four well-made and potentially interesting films, which might have shone as items on *Channel Four News*, seemed to cancel each other out when asked to compose a programme on their own.

Saturday Review (BBC2, January 31) missed an opportunity to point a common theme in successive reports on Welsh cinema and on the choice of Amsterdam as European Cultural Capital for 1987. The Welsh film industry, thanks to Siâncl Pedwar Cymru, is achieving some notable successes with *Rhysyn a rithi/Coming Up Roses*, the first Welsh-language film selected for the Cannes Festival, and *Yn ymher y bychod* (1986), which has just opened in London. The question was what these films represent in the context of British culture and whether support for this "minority" language means propping up inferior work simply because it is Welsh.

South of Watford (LWT, January 5) in a programme inspired by the ethos of the Year of the Rabbit, looking young Chinese in Britain and asking them to talk about their feelings as they grew up between two different cultural traditions. I found a young generation breaking away from established patterns of employment and thought, and gaining strength from diversity. The result is something very unlike the anonymous 'internationalism' that Jonathan Ross has identified in the architecture of the Dutch State Opera House. In his *South of Watford Illustrated*, in a very positive way, how different cultures and societies need to combine to create each other. Far from a contradiction, the Chinese and the British are viewed in the programme led by the rural Inland.

Robin Best

Five new writers are to be published this year by Anthony Blond after winning the Ryman New Writers' 1986 Awards. Asa Briggs, chairman of the judges, presenting the winners with their £500 cheques at the Cafe Royal, said that the standard of entries (3,500 of them) had exceeded all expectations. He was pleased to think of the Ryman as being at the bottom of a pyramid which was topped by the Booker-McConnell prize.

ies, Poetry, Children's Books and Song Lyrics - were won by Mavis Leighton, Julia Orange, Chantal Twitichin, Elizabeth Hogg and Stewart-David respectively. Elizabeth Hogg, a music teacher, has written *Gorgonzola Summer*, a fictional story about a boarding house named after a cheese during a school holiday. The panel of judges included Gavin Ewart, Auberon Wain, Anthony Blond and Bob Gifford, director of BBC Children's TV programmes.

Heather. No

sentence, is sparing of verbs, is not just a statement of fact. There were some good individual ideas. I liked David Toley's South African refusal to play with black chessmen and Martin Chaplin's picture of Jeffrey Archer as Governor of the Falklands, shipping in corn beef for Christmas, and George Moore's BBC news anchor, "Norman Mohr - ever!" Neville Melnik had: Met Office privatized. Weather will improve says PM; and D A Prince had: Batham to play Haggis in snooker final. All police leave cancelled.

The best entries were those where there was a sequence. V Ernest Cox punctuated his entry with: April: Showers cause rail chaos; July: Sunny periods cause rail chaos; October: Light breezes cause rail chaos. (Is he a commuter?) I liked too his February entry: Branson bids for Atlantic Tunnel contract. £5 to him. Another short sequence was provided by C J Ford. And so: Teachers to get 100% pay rise for 7th week; official: September; Rioting takes place; official: from home of memo-mangled Dept. official. His May headline was PMS Overtaken and Steelclipt for the 39 foot world record.

£5 to him.

Paul Griffin receives £10 for an unlikely but rollicking sequence on the subject of hostages and terrorists. Publication now seems inappropriate, however, in the light of current events.

Another sequence, credible but funny in its cumulative effect, gets £12 for Bill Greenwell.

Feb: Cabinet in vote vote
Mar: Maggie to go to country
Apr: Pre-Poll budget boost
May: PM set to name day
Jun: MPs on red alert
Jul: Thatcher: gird up your loins
Aug: Ding-dong looms
Sep: Election jitters in City
Oct: £10 to light blue touchpaper
Nov: Fingers crossed for snap election
Dec: Xmas sales bonanza

Finally, £10 to Harrison Everard for the sheer unlikelihood of his forecasts (except perhaps for the April headline?)

Feb: French farmers plead "Send more English lamb"
Mar: Maggie joins CND
Apr: England wins West Indian Test series

May: Pam Ayres to be first female Laureate
Jun: Apartheid Abolition Bill passed unanimously
Jul: Murdoch re-instates sacked paper workers
Aug: Unemployment falls below one million
Sep: BR catering gains top Atlantic stars
Oct: New measures eliminate some hoodlums
Nov: £100 Christmas bonus for 0.0
Dec: Bank loan cost now 5%

Competition No 84, Sep by Charles Did Philip Larkin want to be Poet Laureate? In letters to the press, his friends disagree. Please supply your own (up to 16 lines) that might have been written by Larkin himself, or by the actual Poet Laureate of the past or future. List includes Southey, Wordsworth, Tennyson, Alfred Austin, Manly, Day-Lewis, and (Belgian) on subject of temporary 1987 topic or even on any other for commemoration in Laureate's verse. Closing date 1 February 88.

Liz Swinden reviews three packages for integrating drugs into a school programme of personal, social and health education

Health Education, Drugs and the Primary School Child
Price £33.95 inclusive
Available from TACADE, Furness House, Trafford Rd, Salford M5 2XJ.
DrugWise - Drug Education for Students 14-18
Price £20 plus post and packing
Available from TACADE, address as above, or Lifeskills Associates, Ashing, Back Church Lane, Leeds LS16 8DN, or ISDD, 1-4 Hutton Place, Hutton Garden, London EC1C 1EJ.
Health Matters - The YTS Health Education Resource Pack
Price £25 inclusive
Available from the National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN.

which is why structured group work in the classroom is fundamental, together with the teaching of decision-making skills and the building of self-esteem.

Three important new packages of teaching material are now on the market and will interest those teachers who want to see drugs properly integrated into a whole school programme of personal, social and health education.

Health Education, Drugs and the Primary School Child is the first resource of its kind to tackle the issue of drug education at primary school level. Developed by the Wellcome Foundation in conjunction with the I.C.S. and other statutory and voluntary agencies, it was tested and evaluated in all 93 Wirral primary schools during 1984 and came out with flying colours.

Mention the word "drugs" to someone and a whole range of images could spring to mind. The heroin addict crouched in a corner shooting up, a group of teenage glue sniffers in a derelict house. Hippies from the 1960s on an LSD trip. . . . If the images themselves are dramatic, then think of the medical and medicinal uses of illegal drugs taking "the drug menace," "fighting drug abuse," "protecting the young against drugs."

No wonder, therefore, that teachers are sometimes panicked into doing one-off lessons on drugs, in order to do the "do it right" thing and avoid the problem. Fortunately, this kind of approach may well be on its way out. Treating drugs as a separate topic goes against current thinking about personal, social and health education. Rather than a body of knowledge to be passed on, the process of learning that is important. Young people are increasingly involved in their own learning

The pupils' module is based on 6 slides and follow-up activities which look at danger in the home, dangers at the school and dangers in the environment. There is also a section on building self-esteem – so obviously a major preventive force.

The teachers' module contains much background factual material on drugs, together with material on two types of workshops, one on knowledge and attitudes, the other on curriculum development. The parents' module is

based on the assumption that parents should be involved in any drug education initiative - the home, after all, being the greatest influence on a child - and provides ways in which teachers and parents can work together.

The pack is attractively presented in a sturdy bright green ring-binder with

4 All of these new materials deserve to be looked into very carefully. Let us hope that individual teachers will bring them to the attention of heads, and that they will be bought out of someone's budget.

laminated pages for easy photocopying. Incidentally, TACADE is running a series of courses this year to enable i.e.a. advisers, health education officers and drugs co-ordinators to train teachers in the use of the materials in schools, so look out for in-service training sessions in your area. The "DrugWise" video, a good vehicle for teaching about drugs in the primary school, then differing approaches must be adopted for the 14-18 age range. *DrugWise* is based on the idea that looking at "drugs" in isolation - without also looking at the social context in which they are used - is not productive. The consequences which affect people's drug use - is not productive. Produced during an 18-month project co-ordinated by the Health Education Council and funded by the Department of Education and Science and the Scottish Health Education Group, *DrugWise* offers a range of courses which focus on drug education.

putting forward a variety of curriculum contexts, strategies and methods.

The training manual was produced by TACADE and contains a host of material in the form of workshops to be run by a trainer, which will enable teachers to teach the *DrugWise* materials. The key to the whole thing is experiential learning through group methods, so that teachers learn in the same way as the pupils. Try to imagine doing a brainstorm on the words "junk" with some of your colleagues and you can see what kind of things would come up.

The *DrugWise* curriculum guide was produced by the Institute for the Study of Drug Dependence (ISDD) and outlines ways in which education relating to legal and illegal drugs can be incorporated into the 14-18 curriculum. It looks at formal teaching, tutoring, counselling and school college policies relating to drugs and alcohol. As well as looking at drug education in an integrated curriculum, it also focuses on opportunities for drug-related education in the pastoral system, through personal, social and health education and through work-related courses like CPVE.

Finally, there is an excellent section on integrating drug-related issues in subject teaching. Imagine, for example, a drama lesson where documentary is being performed about the growing of poppies for opium production in the Far East, or a geography lesson where students are being asked to be students as they carry out fieldwork. Such sections allow an unofficial economy to exist in the production of drugs.

DrugWise's learning materials, produced by Lifeskills Associates, are the same distinctive grey and red ring binder as the trainer's manual. Under such section headings as What is

Drug? Are Drugs Dangerous? Why Do People Use Them?, exercises are included which explore attitudes, give information and teach young people skills to help cope with difficult situations. All in all, *DrugWise* appears to have been admirably conceived and excellently carried through. It is hoped it will be used by schools and colleges and prove to be a valuable resource in the years to come.

Drugs is also one of the subjects dealt with in the new YTS health education resource pack, *Health Matters*. With the same underlying philosophy of "informed decision making about health and lifestyle" as *DrugWise*, *Health Matters* aims to make learning enjoyable for YTS trainees. A big emphasis is on participation. As one YTS tutor who helped to pilot the materials said, "My trainees have been doing anything written, but will talk until the end of the session. I could use all those materials to start off discussions and then fill them out." There is an excellent accompanying handbook plus sections on drugs, stress, sexuality and relationships, health messages and the media and personal hygiene. There is even a little booklet called "One-to-One", which takes a tutor step by step through that most embarrassing of situations - telling someone that they're not very nice to know! (And what to do about it, of course.)

All of these new materials should be looked into very carefully. The slip into the hands of all YTS teachers' centre or health education unit. Let us hope that individual teachers will bring them to the attention of heads of departments, heads of year, pastoral or health education co-ordinators and that they will be bought out of someone's budget. The fact that all remains is for some enterprising person to get training under way.

The results should be worthwhile.

MUSEUM OF MANKIND
A programme of lectures, concerts and study days for teachers is being run in connection with the exhibition on 'Madagascar, Island of the Ancestors' which is on at the Museum of Mankind for the rest of this year. Information and work sheets are also available.
Museum of Mankind, Burlington Gardens, London W1X 2EX.

TAKING ACTION
The Consumer Action Kit has been produced by the National Federation of Consumer Groups (NFCG). It draws on the practical experiences of the local groups who form NFCG to give suggestions on how to set about a task from checking how long patients have to wait for treatment to the best value tea and ginger biscuits. Priced £4, it is available from NFCG, 12 Mosley Street, Newcastle NE1 7NU. Tel: 091 275 1111.

TERMS OF TRADE
"Terms of Trade", an impressively-packaged book and four cassettes, consists of a series of business conversations with somewhat mechanistic follow-up taped exercises and drills. It will be useful for self-access learners.

"Terms of Trade" (Spoken English for International Business) by David Cotton and Ann McGrath, Edward Arnold.

KEEN CUT
A compact professional mount cutting machine has been introduced by Keenut Ltd. The "Keenut Dart" is for use in art departments and is equipped to cut bevel edged apertures or switch accurate vertical cutting for print and board trimming.

Keenut Ltd, Tyson Courtyard, Wield Stn Industrial Estate, Corby, Northants NN18 8AZ.

CORRECTION
In our issue of January 23, the price of the "Learning Through Science: Student Teachers' Pack" from Macdonald Educational was given as 95p. The pack in fact costs £5.95, plus £1.40 for postage and packing.

Harrap's Drive-In French
Parts 1 and 2
Each part contains guidebook, handbook, and four C60 audiocassettes.
Price £19.95 inclusive
Harrap Limited, 19-23 Ludgate Hill
London EC4M 7PD.

There are many things you can't while driving a car, and some people might think learning French is one of them. If you can cope with it, on the other hand, this looks like an interesting supplement to learning for the without access to real practice. Of course takes the form of dialogues and exercises on cassette, with a typescript in the guidebook. The handbook provides a *résumé* in English of each scene with language notes explaining a maximum of five points of dialogue, and vocabulary. Each handbook also contains (the same) 50 pages of highly traditional "Grammatical Appendices".

The publishers stress that this is a course for beginners, and that the two parts relate respectively to those who are "confident in (their) grasp of the grammar and ground rules", and should go straight to Part 2, and those who are "a bit shaky on the basics" who should stick to Part 1. The first with subtitle stick to Part 1. The second with subtitle stick to Part 2.

listening. To this end what are called the "practices" are accompanied by background music designed to allow language to penetrate painlessly.

The contents of Parts 1 and 2 differ slightly. The first has a definite business context, while the second has a wider range of everyday themes. There is very little progression in the exercises from one to the other, however. There's understandable either more complicated messages, or more complex grammar; the pattern remains very much the same throughout. It can be reassuring, but it isn't challenging, and in a defining environment in which by learning genuine communication is absent, the sort of feedback that can be given through increasing complexity would have been crucial.

One device that some may dislike is the use of a "guide" in the form of a voice-over, summing up the last section and introducing the "practices." The voice chosen is that of a French national with substantial recent experience in this kind of work; it is more absurd to make him pretend to be a learner of French and fake an English accent.

These provisos shouldn't detract from a useful book of listening exercises, they could substitute a variety of courses.

Z-A-M-A-N-A
PRESENTS

**Festival
of Colour**


YOUNG ARTISTS OF THE ISLAMIC WORLD
5 FEBRUARY - 26 APRIL 1987

TUESDAY - SATURDAY 10-5.30
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RESOURCES/SOFTWARE

Wall Street blues & Russian reds

Gorman Stafford and John Tvey review a collection of GCSE modern world history materials

The Russian Revolution
Wall Street
40 track discs for BBC Model B
Each program: £10 (+VAT)
Booklets: *Evidence and Empathy: The Russian Revolution; America in the Twenties*, 95p each
Spartacus Educational Publishers,
Magenta House, 139 Carden Avenue,
Brighton, Sussex BN1 8NH.

This is an impressive collection of materials produced directly in response to GCSE. At the moment there are six computer programs, two of which are reviewed, 10 source booklets, a revision book for students and a teachers' handbook.

First the software. In *The Russian Revolution* students play the part of members of the Bolshevik Military Revolutionary Committee who plan the overthrow of the Provisional Government in 1917. Four days are allowed to pull it off, the computer plays the role of the Provisional Government and the action takes place on a map of Petrograd. Each game lasts six moves, each of which is preceded by a statement of Provisional Government activities.

Students will not easily repeat Lenin's success. A premature assault on the Winter Palace will probably lead to defeat. A strategy which takes account of Bolshevik strengths, the deployment of the city is more likely to lead to success. Failure produces the stark message "Your revolution has failed" and a synopsis of how the Bolsheviks got it right.

In *Wall Street* students play the New York Stock Exchange over a 12-year



period, 1921-1933. They start with 10,000 dollars deposited in four bank accounts. Initially they choose from 10 prime companies; by 1929 this has been extended to 22. Dealing takes place annually except for 1929 when shares may be bought and sold on three separate dates, October 8, 23 and 30. Money left in the bank attracts interest at the appropriate rate.

Individual assets are revised annually. Student euphoria is widespread. From 1929 the noose tightens and it all goes wrong. The timing of each disas-

ter is dictated by the specific investment. Shares in Coca-Cola continue to rise until 1931; General Motors peak in 1927. Students experience a real sense of being in the grip of uncontrollable events. 1932 sees the closure of 1,350 banks. In 1933 only one per cent of total savings can be withdrawn each day from the "First Central Trust Bank". Players become unemployed in 1933 and are required to dispose of their assets at current prices. There is a final calculation of profit and loss since 1921.

There are four further programs. In *Cause and Consequence* students are confronted with five related events at a time and are required to place them in order. In *Presidential Elections* students assume the role of Democratic candidate in four Presidential elections, preparing manifestos and deciding government policy when in power. *Escape from Bremerhaven* places students in the position of a British secret agent returning from Germany just before the outbreak of World War Two. A good knowledge of German

history between the wars is needed. Keywords students have to select a statement which is directly appropriate to the given "keyword".

The "Evidence and Empathy" booklets, designed to be used in conjunction with the software, offer a topical range of source material and a series of questions and answers on GCSE specimen papers. The questions are penetrating, based on specific extracts, often requiring an overview of several sources. The skills required are considerable: the ability to go beyond surface detail to comprehend and to infer; identifying areas of agreement, disagreement and casual connections between sources; the assessment of reliability and the provenance of sources; the nature of historical proof; understanding the nature of bias and the factors which may lead to a valid hypothesis and to realize its limitations. And so on. We have come a long way. Comprehensive mark schemes, often of daunting complexity, are now a fact of life. Teachers might have been grateful for our company these booklets.

History may be feeling the pressure from TVEI, the modular curriculum and much else besides, but it is a fight of it if this material is anything to go by. It would be hard to imagine more relevant, demanding and lively resources than these. Teachers and pupils will enjoy working with them. They meet some of the needs of GCSE. This is more than can be said for a great deal of the material on offer elsewhere.

WYSIWYG—or what you see is what you get

Scribe
For BBC B, B+, Master 128
£39.95
Mertec Computer Products (Bucon Ltd), 35/36 Singleton Street, Swansea SA1 3QN.

Scribe is a wordprocessor with two great virtues. First, it operates in a manner approximating to a typewriter, with all commands (except one) either menu driven or on the key strip. Typists, for instance, find no difficulty in tabbing and all users are spared that initial problem of locating the exact position of the text on the screen. Most users of the system in our school were decidedly not computer enthusiasts: teaching staff regarded the whole business with profound suspicion. However, all users have become, if not complete converts, at least confident users.

The second great advantage is that, unlike any other wordprocessor for the BBC Micro, it is page based. No more than one page is being held in memory at any one time, and one has to be very careful to lose any of that. Document length is almost unlimited: up to 255 pages are available—according to the disc filing system and disc drive capacity. A 100K disc on a 40 track disc drive will hold 30 A4 pages; if these are one document, each page is simply and quickly accessed by a "Go to page" function key command, and this applies to any page—backwards or forwards.

Two features of the system are unique. The entire document is created empty (on disc) before any text is entered. Thus, there is no danger of running out of space, with the consequent procedural difficulties. The other feature is the splitting of the text into "insert" mode, rather than pushing the text along the line. This is useful for those who wish to insert text into a document without having to delete the text already there.

The exercise allows pupils to choose narrative options and write their own dialogue within the established outline of the story—that of a gang of four children who, while attempting to retrieve a lost football, meet Mr Magnus in a seemingly deserted house.

Other features include the standard search, replace, move, copy, delete, underline (clear but deep in operation) and merge facilities. There is a useful decimal tab feature. One problem must be that the "copy" and "move" facilities only work on a maximum of nine lines at a time. Another limitation is the maximum line length of 80 characters. The company is planning to modify these features on a revised Supermicrochip (for the Master).

It is not always easy to persuade wordprocessors to produce print output exactly as one would like to see it. *Scribe*, however, is a What You See Is What You Get wordprocessor: the printed page will be the page that you have typed on the screen. In addition, the chip has an integral printer which controls up to 16 different functions, such as re-definition of characters and control of page numbers, etc. Headers and footers are easily produced and each user can alter the default printer settings for their own documents.

Finally, mention must be made of associated (existing) developments. *Scribe* chip for the Master will, under ADPS, provide 180 pages on one disc drive, treating both sides of the disc as one surface. For the B and B+ range the company market the new Double DOS which again allows up to 180 pages on one double-density disc. This facility gives double-density capacity for those who own the original 300K. Those who own the original 300K can use the *Scribe* chip which, for £25 (plus educational discounts), provides a package that works on information derived from the Database and other files also available on a separate disc. Also available for B and B+ owners, which operates at 3,000 words per minute.

It's not rude to say no

Victoria Neumark on the Cosmo and Dibs approach to teaching about child abuse

SCHOOLS TELEVISION

You and Me
BBC 2, Tuesday January 20; Monday February 16 10.00am; Tuesday February 17 2.00 pm. To be repeated May 23, June 22, June 23.
Pack available from Kidscape, 82 Brook Street, London W1Y 1YG, with free parent pack. Teachers' notes available from *You and Me*, BBC Television, London W12 8QT.

Remember Wicked Uncle Ernie who "fiddled about" with Tommy, the deaf and dumb hero of *The Who's rock opera*? Now, and typically, we have Uncle Jack in BBC TV's excellent nursery programme, *You and Me*. Uncle Jack, offering ice cream in exchange for tickling, features in the first of three sketches on child abuse which *You and Me* have incorporated in their usual magazine of puppet sketches, real-life documentary, counting and stories.

As always, the message comes well

embedded in the text. At first I felt it was wrong that the highly-ambiguous Uncle Jack, shown using all his powers to coerce the puppets Cosmo and Dibs away from their market stall, was in the end revealed to be a true friend, but on second thoughts this ambiguity is true to life—an overwhelming majority of child abusers are actually known to the child.

In any case, the message is not about defining threatening strangers but about the child's self confidence in his/her right to say "no". As Harry says, "It's not rude to say no. It's all right to say no in a loud voice. No one should touch you if you don't want them to. A real friend will understand."

The usual interplay between Cosmo and Dibs is highly charged with doubts and pissions, and the programme makers have usefully concluded this programme with Billy Goat Gruff, a tale which shows the defeat of an evil adversary by quick witted verbal response.

The other two programmes look at different aspects of child abuse. In



That's life

... or is it? Richard Evans listens to a BTEC series to prepare students for working life

SCHOOL RADIO
Real World
Produced in association with BTEC
BBC Radio 4 VHF/FM
Wednesdays 2.50pm.

Real World is a series of 10 programmes designed to help teachers and lecturers introduce the new common skills and core themes which apply to all BTEC (Business and Technician Education Council) courses. The programmes aim to help students prepare for some aspects of working life after school or college. Although specifically designed for BTEC courses they are also intended to provide suitable material for General Studies, as they cover skills associated with communication, self-development and information gathering.

The idea of the common skills and core themes is to enable young people to lead "full and productive adult lives". Common skills are not to be taught as separate entities but integrated into all courses. Assignments thus become the vehicle for learning and incorporate these themes in all aspects of the course. The way students learn becomes at least as significant as what is learned, so assessment takes on a variety of forms such as teacher observation, evidence of investigative work, and students' assessing themselves in groups and as individuals. It becomes obvious that if

students have to work in this way then teachers have to work in teams to produce common skills.

The series begins with a tutor's introduction that explains the background, rationale and usage of the programmes. The ones reviewed here focus on interpersonal relations and communication. Mike and Sally, who feature throughout the series, have started work in an imaginary Midlands factory that makes reproduction Victorian lavatory suites. Mike starts in a workshop and Sally in the accounts office. They meet in the canteen after a health and safety lecture and compare their work.

In spite of the writer's justification of using real facts to create a fictional setting, the lavatory factory is corny to say the least. The programmes would provide a basis for assignment work. They highlight a range of problems and skills to be mastered, such as beginning work and being "so keen to show how much he knows, he hasn't got time to listen". But they seem too contrived, and reinforce traditional images. Why, for instance, should Mike be confident and jokey and Sally be unconfident and anxious? Then there are the clichéd references to long-suffering employers set in their ways, who are sticklers for proper procedures. If students can be encouraged to question these roles and attitudes, the series might have its uses.

briefings
radio & tv

For schools

A PLACE TO LIVE
(Mon 10.11, Fri 9.30 TV)
The over-eights learn all about "Snails and Scorpions" and how they have developed and changed to make the most of their surroundings.

SEE FOR YOURSELF
(Monday, 11.50 VHF4)
"Odds and Evens" encourages six to eight-year-olds to classify numbers and establish the concept of pairs.

GENERAL STUDIES
(Mon 12.40, Fri 13.33 BBC2)
"Ways to God" is a unit of two programmes for 16 to 19-year-olds looking at people's fundamental need to believe. "The Spirit Moves" investigates where religion begins and the choice of values by which to live.

TECHNOLOGY AND DESIGN
NB (Monday-Friday 00.30 VHF4)
The first part of a multi-media package of radio, television, filmstrip and computer-based work for 11 to 16-year-olds. Ideas on how to tackle individual project work as well as project suggestions are available in the 10-minute programmes (Monday-Wednesday). The longer programmes on Thursday and Friday are for groups and include the history of the Sinclair C5 electronic vehicle.

WONDERMATHS
(Tue 11.40, Fri 11.00 BBC2)
A series introducing and extending knowledge of the computer language LOGO. Aimed particularly at nine to 11-year-olds, but useful with beginners of any age. "Sub and Super" shows how to incorporate one procedure into another.

TALK, WRITE... AND READ
(Wed 9.42, Thurs 11.20 TV)
How do programme titles get chosen? And once chosen, how are the title sequences designed? Seven to nine-year-olds see how images, music, sound and colour were used to create "Talk, Write... and Read".

LOOKING AT NATURE
(Wednesday, 14.05 VHF4)
A radiovision programme for lower juniors investigating spring activities asks, who is the bully at the bird table and what journeys do tadpoles make?

UPDATE USA
(Friday, 11.17 BBC2)
A visit to Evanston, Wyoming, where 14 to 16-year-olds see the impact of the development of new discoveries of oil and gas on a small community and the efforts made by the company to cope with the growth problems.

LET'S JOIN IN
(Friday, 14.05 VHF4)
A new musical version of "The Sleeping Beauty" emphasizes for five to seven-year-olds the comic aspects of the traditional story.

General interest

A QUESTION OF ECONOMICS
(Saturday, 9.25 C4)
An examination of the argument that privatization leads to greater efficiency.

TELEVISION AND THE FAMILY:

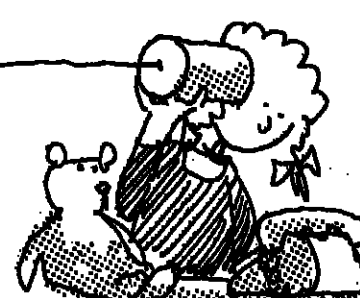
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Who's calling?



Phonin
BBC B, B+, Master 128
£38.50 (Standard BT Dial Phone)
£52.50 (BT Push Button Phone)
Primary Programs Ltd, Claypits, Deben Road, Saffron Walden, Essex CB11 3JS.

Phonin is a resource pack which includes a modified BT dial telephone, two discs of software, Concept Keyboard overlays, and four booklets. It is published by British Telecom. It aims to provide practice in the various skills associated with using the telephone. Developed by two special school teachers in conjunction with the Redbridge SEMERC, *Phonin* claims to extend rather than complement the curriculum and is suitable for primary schools and those catering for children with special needs.

The telephone plugs into the BBC Micro's analogue port and simulates a real telephone. The software begins at an elementary level with "Build a Phone", which allows the child to build

up a picture of a telephone on the screen and to learn vocabulary associated with using it.

Telephone Sounds introduces sounds and tests children's recognition of them. Training for using the telephone is introduced by *Dialling a Number* (including the correct times to lift and replace the receiver). *Emergency Services* offers four different situations where the child has to dial 999 and select the correct service. Once the programs on the first disc have been covered successfully, a second disc of software provides practice in using services and directories.

Information Services and *The Directory* simulate a "real life" use of the telephone. A number of utilities are also provided which allow the system to be "tuned". The volume can be adjusted, as can the delay. The directories and code book can be output to the printer—there is also a payphone option which can be selected. A further suite of utilities allows up to nine directories to be created and edited. Children can create their own directories to include local shops, amenities

and businesses. The "code book" can contain local and regional codes and is used in conjunction with the directories.

Phonin should provide a useful tool in both the education and health services. Probably ideally suited to the top junior end of a special school, it could quite easily be used with ESN (secondary), ESN (severe) and Down's Syndrome children. It could certainly form a useful part of a broader topic on communication in the primary school. Equally, the pack could be used profitably with elderly patients requiring rehabilitation to enable them to return to their own homes. The directories could be set up to present important numbers like the health visitor, doctor, meals-on-wheels etc.

Phonin is a robust system which does what it purports to do: practise the skills associated with use of the telephone—without incurring the normal telephone charges. To this end it can be thoroughly recommended.

Chris Drage

bits

AMSTRAD USER GUIDE
The National Computing Centre has recently published a book entitled "Using the Amstrad Wordprocessor", by Michael Milne. The book is aimed primarily at newcomers to wordprocessing and computing, and explains in practical terms how to start using the Amstrad PCW as a wordprocessor, a computer

and a communications terminal. It contains two programs, "PCW Index", which enables the user to keep a mailing list, and "Typing Tutor". The book costs £8.50 from the NCC, Oxford Road, Manchester M1 7ED.

WHICH COMPUTER?
Four hundred manufacturers and suppliers of computer equipment will be showing at the Which Computer? Show at the National Exhibition Centre in Birmingham from February 17-20. The exhibition will be opened on the 17th by Mr Paul Channon, the Secretary of State for Trade and Industry.

MR MAGUS
The "Middle English" series four-part drama, "Mr Magnus is Watching You", broadcast in November 1986, is to be repeated in Spring this year, with accompanying educational software by Thames Education, designed to enhance writing and creative skills.

The exercise allows pupils to choose narrative options and write their own dialogue within the established outline of the story—that of a gang of four children who, while attempting to retrieve a lost football, meet Mr Magnus in a seemingly deserted house.



END PAGE



Reach out and touch: junior dance group



Break for a sucker

Light in our darkness

Children scurrying from all directions; the hall suddenly crowded with delighted and inquisitive pupils; an excited buzz of conversation and comment. I remember that lunch time well. It showed me the idea of having a photographer in residence at The City School in Lincoln was going to be a success. The focus of attention was the first display of work produced by Roger Hargreaves and the students with whom he was working.

Roger Hargreaves was appointed to a three-month residency at the school in May, a residency jointly funded by Lincolnshire and Humberside Arts, the school and the education authority. I had been surprised at the number and the quality of the applicants, 40 in all, and I was confident that Roger would achieve the right balance between working with our own pupils and working on his own commission of 30 black and white prints.

Three months was only a short time but as this was the school's first venture into anything of the sort it seemed best to undertake it for a limited period and in summer term at a time when our timetable was more flexible.

Roger could offer us two particular assets: time and expertise. Our school photographic club had been handicapped previously more by the pressure of time on enthusiastic colleagues than by a lack of equipment or knowledge. Neverthe-

Julian Wilde on the enthusiasm developed by his school's photographer in residence Photographs by Roger Hargreaves

less, Roger was able to begin his work by a transformation of our darkroom into a working room for about 10 students and a review of all our equipment. He begged, loaned and purchased extra cameras and identified groups of students interested in working with him.

The size of the darkroom put a limitation on the size of the group, but he was able to have two groups of fourth year pupils, a dozen in each, who were studying for CSE art: all of them were novices at photography. In addition, Roger worked with a group of sixth-formers.

I had an initial worry about the relationship between Roger and the teaching staff and also about the possibility that he would have problems of discipline in his teaching. His dress was much less conventional than most of my colleagues on the staff and he was much less tied down to a timetable, a potential source of friction. My worries were allayed as Roger quickly established a good rapport with many members of staff. Our darkroom is situated in the centre of our science

block and the pupils welcomed his offbeat approach.

Roger was able to teach the simple techniques of photographic printing, to examine the idea of sequence in photography and to challenge the pupils to think about the whole concept of their self-image. Such was the enthusiasm that he continued working with students for a fortnight after the end of the summer term. The interest created beyond the pupils directly involved was considerable and in studying the prints on display in the hall pupils soon moved from "Look, Samantha, there's me in that one" to "Look, Samantha, I never thought of her being like that".

The residency was well-funded but we still had to find around £2,000 ourselves, a considerable sum at a time when money for essentials is fairly tight. Was it worth it? What have we gained? The value of a residency must be judged in what it leaves behind as well as during the months of the residency.

We now have a thriving photographic club

enthusiastically run by Warren Hodgkinson, head of art and Keith Linley, head of English, both of whom have been inspired by the residency. We are looking forward to receiving Roger's final commission which we plan to exhibit first at the school in March and subsequently to tour round the region to schools and arts centres.

Pupils are making a photographic record of this school year to be included in an exhibition next June celebrating the 90 years of our history as a school, and, in addition, worked on a Christmas picture quiz for the *Lincolnshire Echo*. Work by Roger and the students is included in a calendar for 1987. Eamonn McCabe's Sports Photography Show, on hire from the Photographers' Gallery, was exhibited in November and December in a newly created Gallery Room. Perhaps most pleasing is that one of our fifth formers is spending a work experience week with the photographers from the *Lincolnshire Echo*.

The presence of a professional in his field has caused many at the school to use their eyes more, to think about the images which are presented to us and has been a stimulus. I am looking forward to another residency before too long - a writer, a sculptor, I hope - and can thoroughly recommend the idea to others.

Julian Wilde is head of The City School, Lincoln



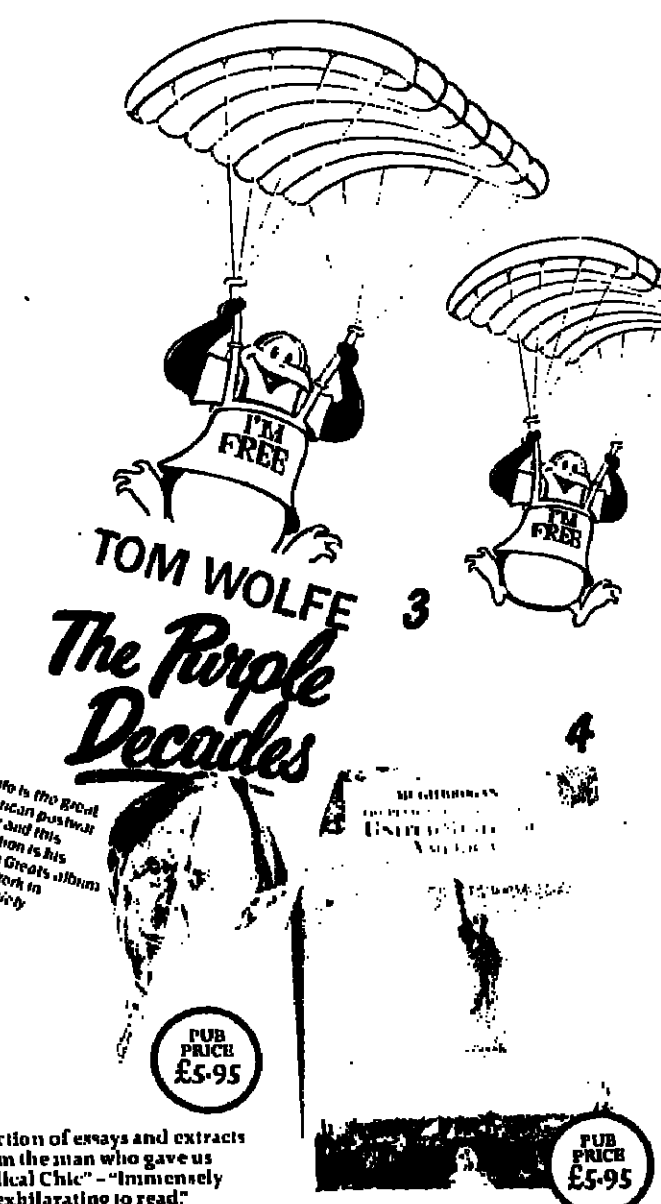
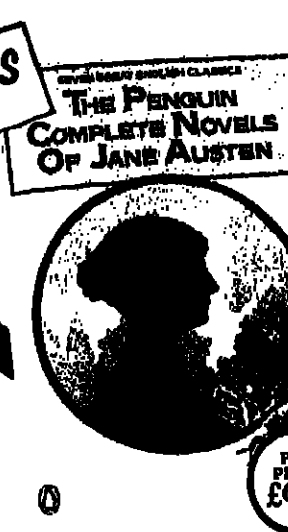
Griping on swimmingly



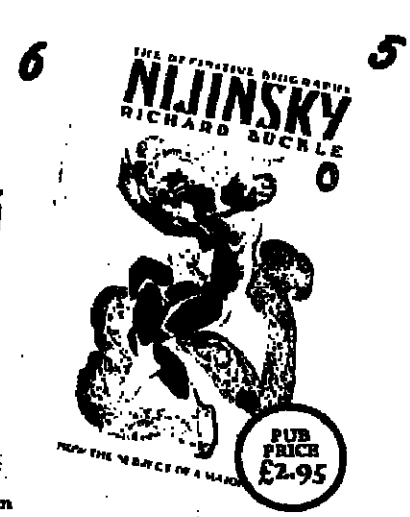
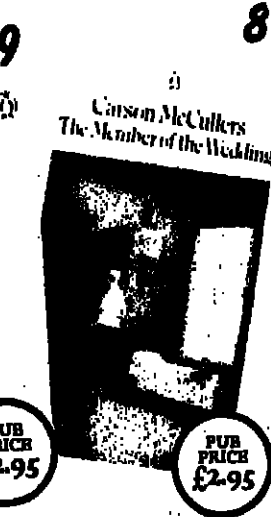
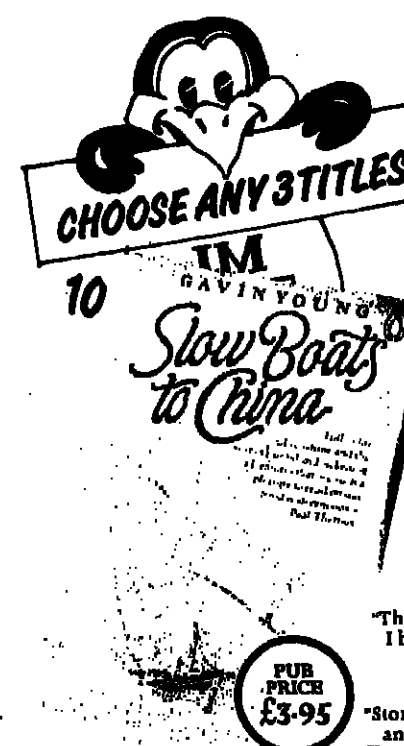
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(49828) 110010

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(Formerly St Mary's) Grosby Street, Loughborough, Leics.
NOR 240
HEADTEACHER GROUP 4
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Further details and application forms from Director of Education, Glenfield, Leicester LE5 1HF (SAB) to whom applications should be returned not later than 20th February 1987.
(49805) 110010

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Specially qualified and experienced teachers required
HUNMANBY COUNTY PRIMARY SCHOOL
Nr. Filey
(Group 4)
NORTH STAINLEY C.E. PRIMARY SCHOOL
Nr. Rison
(Group 1)
Re-advertisement. Previous applicants re-considered unless they write to contrary.
Application forms and details (s.a.e. please) from: County Education Officer, County Hall, Northampton NN1 5BK. Closing date: 20th February 1987.
(49824) 110010

NORTHAMPTONSHIRE
BARTON BEAGRAVE PRIMARY SCHOOL
AIDED (CATHOLIC) HEAD TEACHER GROUP 5
Required for September 1987. An able and committed teacher to take over the existing primary school at Barton Beagrove.
This is a reorganising school due to the amalgamation of the existing infant and junior schools. The post represents an exciting opportunity for an enthusiastic teacher to establish this new primary school. The school will be located in the existing buildings which are situated on the same campus. The roll in September is expected to be about 300.
It is hoped that the successful candidate will be released during the summer term in order to prepare for the school's opening in September.
The appointment will be subject to approval of Public Notices which expire at the end of February.
Closing date - 20th February.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. M4), Northampton House, Northampton NN1 5BK.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. 110010 (39983)

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
HIGHTOWN JEWISH PRIMARY SCHOOL
Park Lane, Park Lane, Salford M7 9JH
HEADTEACHER - GROUP 5
A suitably qualified and experienced teacher for this Orthodox Jewish Day School as soon as possible (April 1987 or earlier if possible). The successful candidate will be expected to work with the Principal who is Jewish and to lead the religious programme within the school.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 3PL. Completed application forms should be returned to Mr. A. Hurrell, 8 Cavendish Road, Salford M7 9JH by 20th February 1987.
(49786) 110010

Deputy Headship
Second Masters/Mistresses
BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
HUNTERS HALL JUNIOR SCHOOL, Dagenham, Essex (Roll 233)
Required for September 1987 or earlier if possible. A well qualified, enthusiastic teacher with ability to lead and develop colleagues in curriculum development. Please send application form and details to the Headteacher, Hunters Hall Junior School, Dagenham, Essex (Roll 233) by 20th February 1987.
Salary Scale: £18,000 - £19,500 per annum including Allowance.
Reimbursement of expenses in respect of travel from the school to the County Hall, Essex (s.a.e.). Closing date: 20th February 1987.
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SOLIHULL
EDUCATION COMMITTEE
HATCHFORD HOOK JUNIOR AND INFANT SCHOOL
Old Lane, Solihull, West Midlands B37 4JW
Tel: 021 743 4651
HEADTEACHER GROUP 5
Required for September 1987.
Previous applicants under consideration.
Send S.A.E. to Director of Education for details and application form. P.O. Box 30, Council House, Solihull, West Midlands B37 5QJ.
Closing Date: 2nd March 1987 (noon). (39997) 110010

SOMERSET
COUNTY COUNCIL
For two primary headships please see under the Somerset County composite advertisement on page 67.
(49823) 110010

Modern Languages

TVEI: will it reach Modern Languages?

Plans are now being laid, or even hatched, for the TVEI extension in most local education authorities. For those modern linguists so far untouched by the initiative, it is the moment to consider their position and, if so minded, to make a case for funding to their local advisory service or TVEI co-ordinator.

The question in the minds of many, now that the wraps are off GCSE, must be in what ways a TVEI course might improve motivation over and above that made possible by GCSE syllabuses; whether only more reluctant pupils would benefit from a TVEI approach; whether the goal could still be GCSE or a GCSE Mode 3, or validation through RSA (a Type C Scheme, perhaps) or some other body. Although the Technical, Vocational and Educational Initiative has increased in breadth since its inception in 1983, in the opinion of many it is still associated exclusively with technology and narrowly vocational courses. The E for education is often overlooked. Even in TVEI schools some departments have only a hazy idea of the potential of the scheme - and the general uncertainty is not altogether surprising, since developments have at times been localized, undisseminated and quite distinct one from another, with the result that no pattern is immediately apparent.

Underlying the initiative there is, however, a set of principles which local education authorities have embraced to greater or lesser degree, and which all should be aware of when framing a bid for funding:

1. Learning should be based in experience, that is, pupils/students should learn by doing.
2. There should be a more adult approach to learning, with the teacher acting more as tutor, allowing the students the responsibility to make their own discoveries.
3. Boundaries should be broken down between school and work, so that wherever appropriate learning should be achieved in the work place.
4. Divisions between different curriculum areas should also be blurred. School subjects should not be seen to exist in isolation, but (wherever possible) to be interdependent.
5. Since students often work independently, there will be emphasis on the accomplishment of projects and a large element of problem-solving.
6. Assessment will take place regularly throughout the course. Much of this will be self-assessment, achieved through discussion with the teacher/tutor, centred around a profiling form.

that only very limited learning can take place in ten weeks, and there can be no further grammatical progression if the curriculum is negotiable, with students opting in and out of the course when the module is completed. It is possible, however, by insisting that there be at least two core modules to be taken at the outset.

The one or two-year task oriented course can likewise be offered in a European language other than French. This can fit easily into the framework of GCSE, a mode 3 scheme or a scheme validated by RSA, etc. Many of the principles underlying TVEI, listed above, can be embodied within it. Some of them, problem-solving, etc., will already be familiar through GCSE syllabuses.

Continued

HEADTEACHERS

Required September, 1987.
THORPE COUNTY INFANTS SCHOOL
(Group 4), Greenways, Southend-on-Sea.
BOURNES GREEN COUNTY INFANTS SCHOOL
(Group 3), Burescombe Road, Southend-on-Sea.
GT. LEIGHS COUNTY PRIMARY SCHOOL
(Group 3), Aragon Road, Gt. Leighs, Chelmsford.
Generous relocation allowances payable in appropriate cases.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Thraedneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date: 27th February, 1987.
(14474)



* Fringe Area London Allowance £282 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

HEADSHIP

MERLE COMMON COUNTY FIRST SCHOOL, Merle Common, Oxted, RH8 0RP
NOR January 1987, 43
HEADTEACHER required from September 1987 for this Group 1 school for pupils aged 5-8 years.
Salary Scale: £10,956 - £12,195
Application forms and details from SE Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DA Tel: Redhill 74166 ext. 4416
Closing date 20th February 1987
(14473)

HEADSHIPS

WIMBOTSHAM COUNTY PRIMARY SCHOOL, Nr. Downham Market (Group 2)
FORNCETT C.E. VOLUNTARY AIDED PRIMARY SCHOOL, Nr. Long Stratton (Group 1)
The Governors would wish to appoint a person in sympathy with the character of a Church of England School.
Further details and application forms may be obtained by sending a s.a.e. to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.
Closing date for applications 20th February 1987.



Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Summer Term 1987. Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date 18 February unless otherwise indicated.

Primary
Group 5 - Deputy Head Teacher
ST. AUGUSTINE'S JUNIOR SCHOOL
Longfellow Drive, Worsnop, Notts S81 6AW.
Roll: 220
A suitably qualified and experienced teacher is required for Easter, or September, for this challenging post. The successful candidate will be expected to make a significant contribution to a well established programme of school based INSET. Enthusiasm for and commitment to learning through direct experience is essential. This is a re-advertisement.

Group 4 - Deputy Head Teacher
ST. MARGARET CLITHEROW R.C. (AIDED) PRIMARY SCHOOL
Midland Crescent, Bestwood Park, Nottingham, NG5 5RS.
Roll: 220
Required for September. The successful candidate should be keen to make a significant contribution to all aspects of school life. Please indicate curricular strengths and interests. History created by the promotion of previous post-holder to a Headship within the Authority. Candidates must be practising Catholics.

Scale 3 - Science/Designing and Making/Environmental Studies
ANNESLEY PRIMARY SCHOOL
Forest Road, Annesley Woodhouse, Kirby-in-Ashfield, Nottingham, NG17 8BW.
Roll: 262 (including Nursery)
An experienced primary teacher is required to take a lead in one of the following areas: Science, Designing and Making, and/or Environmental Studies. Successful candidate should have experience of curriculum development.

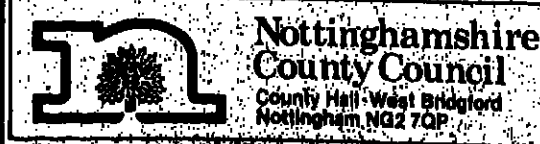
Scale 2 - Nursery Teacher
HOLLY HILL PRIMARY SCHOOL
Off Redfild Road, Salsby, Nottingham, NG16 6AW.
Roll: 400 (including Nursery)
A caring and enthusiastic Nursery Teacher is required to be responsible for a 40 place Nursery and to continue and develop current initiatives.

Scale 2 - Nursery Teacher
HOLY FAMILY R.C. (AIDED) PRIMARY SCHOOL
Nottingham Road, Worsnop, Notts, S80 2SF.
Roll: 180 (including Nursery)
A suitably experienced nursery teacher is required to take charge of a 25 place Nursery Unit. The successful candidate will be expected to develop the work of a recently established nursery and contribute to the development of the curriculum throughout the primary age range. Please state strengths and interests. T.C. preferred. This is a re-advertisement.

Scale 2 - Nursery Teacher
SOUTHWARK INFANT SCHOOL
Bulwell Lane, Old Basford, Nottingham, NG2 0DA.
Roll: 400 (including Nursery)
An enthusiastic and experienced nursery teacher is required to run a 30 place Nursery Unit. Commitment to curriculum development and involvement throughout the school is essential. Closing date 13 February.

Secondary
Scale 2 - Economics/History
VALLEY COMPREHENSIVE SCHOOL
Bulwell Lane, Walsop, Notts, S81 7DD.
Roll: 1000 (11-16)
A teacher able to teach Economics to 11 level and History up to G.C.E. is required. Proven record of successful 11 level Economics teaching essential. This is a re-advertisement.

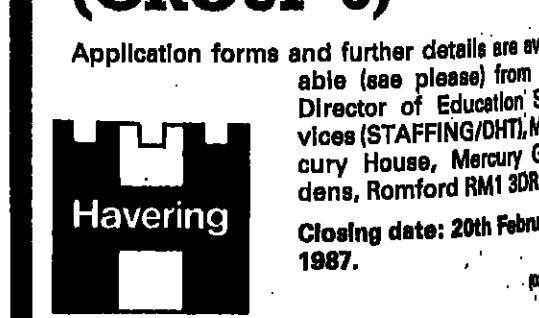
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(Roll 320)
Church Road, Harold Wood
Romford RM3 0SH
Telephone: Ingrebourne 42275
Headteacher: Mrs. M.E. Waterston
Required for September 1987

Application forms and further details are available (see please) from the Director of Education Services (STAFFING/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 20th February 1987.

DEPUTY HEADTEACHER (GROUP 5)



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DEPUTY HEADSHIP

EARLSWOOD COUNTY FIRST SCHOOL, St. John's Road, Redhill, RH1 6DZ
NOR September 1986, 194 plus 60 part time nursery
DEPUTY HEADTEACHER required for September 1987 for this Group 1 school for children 5-8 years. The school has a nursery and nursery education. The school has a multi-cultural outlook and encourages candidates should be interested in progressive teaching methods and nursery education. The school has a multi-cultural outlook and encourages candidates should be interested in progressive teaching methods and nursery education.
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Application forms and details from SE Area Education Officer, 123 Blackborough Road, Reigate, RH2 7DD Tel: Redhill 74166 ext. 4416
Closing date 20th February 1987

GCSE

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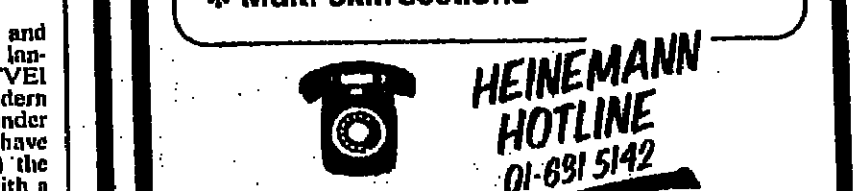
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Teacher's Book 2, 400 pages, 8 March 1988, £4.95

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Richard Applin
Ça y est! is a collection of examination practice material for GCSE French, concentrating on reading, listening and writing activities. It offers focused practice in test types specified by the five examining groups and presents a wide range of authentic material and exploitation directly to GCSE requirements.

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Correspondence

Faites Connnaissance. By Anne Toppling.
Cambridge Educational £1.95. 0 521 31654 5.
French Words for You. By Katherine Stones.
Hutchinson £1.50. 0 09 16121 X.

Described as "An activity approach to letter writing in French", it is through the range of activities provided that *Faites Connnaissance* differs from other books dealing with the same subject.

There are 15 sections, each of which starts with a letter in French, followed by a range of exercises and activities in preparation for the final part where pupils themselves write a letter. The original letters are ideal for pupils preparing for GCSE. The language is just at the right level: not so difficult as to be off-putting, but providing ample new material. The exercises and activities vary from comprehension and practice of grammatical points to personal language, personal profiles, pair work and use of authentic material. Vocabulary and background information are provided on such topics as travel, hotels, leisure, food, telephones etc. The points of guidance at the end of each section are carefully thought out and related to what young people would want to write to their penfriends. Finally, there are checklists covering topics and verbs, followed by a vocabulary.

Eddie Ross

Taking the initiative continued

The different thrust of a TVEI language course will be apparent in the incorporation of:

1. Independent learning. Students are encouraged to work for some time, singly or in small groups, to prepare their own material for a folio. They may, of course, be working from printed documents or tapes. This implies the need for a central resource area for modern languages to gain TVEI funds might be available to help build up this resource.
2. A vocational flavour (Business studies, Tourism, Food Industries) at the fourth and fifth-year level, which becomes more marked post-16.
3. A series of simulated authentic tasks, which can become truly realistic beyond year 5. These tasks will be introduced in a variety of ways, may act as revision points within a topic area, or may be used as vehicles for teaching new material.
4. Correspondence with a link school in which questions are asked and information obtained for real needs and real purposes, according to the nature of the different assignments or tasks being undertaken at any given time.
5. A negotiated profile of student performance involving some dialogue between teacher/tutor and student. This profile may concentrate on personal qualities more than purely linguistic ones, and the frequency of its use will vary greatly according to the motivation and ability of the group.
6. The possibility of a task-oriented visit abroad. A trip to Spain, in the low season, pre-planned on the ground, for some joint activity with the link school, a design-linked visit to an Italian college, or work experience in a German business school are just three options either proposed or already realized. It should be noted that such visits have received some TVEI subsidy in several I.E.A.s.

The best schemes to have appeared in TVEI have certainly made study more meaningful to numbers of students for whom much of the school day lacked purpose. There is no reason why a more sharply defined approach to language learning should not encourage the more reluctant students to continue their language studies with a greater sense of achievement, hence enjoyment.

Little doubt, then, that modern languages have their own contribution to make to TVEI schemes. Can the co-ordinator be so persuaded?

Hard graft

Mastering French 2: France and French. By E. J. Neather.
Macmillan £10.00, 0 333 36835 5.
Cassette £7.95 (or book and cassette £9.95).

This is the second part of a French course for students working on their own, with a good basic knowledge of the language, who need to extend their competence through reading, writing and listening. As well as a cassette containing dialogues and exercises, each reading passage is followed by a variety of written exercises explaining and developing vocabulary and structures. These are generally well thought out and quite demanding. Teachers attempt to con you into believing that acquiring this ability to use the language is anything but very hard work.

For this reason, though the book is quite suitable for classroom use, it is likely to appeal most to teachers of mature students in A-level or FE colleges. Explanations are given in English, the grammar material is traditional and the exercises include a deal of translation and revision. On the other hand, the passages are authentic and provide a lot of information on French life and culture (including some literary extracts, quite entitled "promenades littéraires"). There is a definite type of student who appreciates this solid, no-nonsense approach to the hard graft of language learning.

Robin Bur

NETWORK

ERIC BROWN

Adult education has often been accorded low priority by local education authorities and the learning of foreign languages, though attracting many teachers, has generally been characterized by limited resourcing, few opportunities for in-service training of its mainly part-time teaching force and a heavy drop-out of learners, even in their first term. Such a state militates against language learning being a valuable and enjoyable experience for all students and does nothing to enhance its popularity among its potential clientele.

The Centre for Information on Language Teaching and Research (CILT) has long recognized the problems of adult education. In 1981 and 1982, we collaborated with the Goethe-Institut in London in running two courses on teaching German in adult education, the problems of teaching German being generally applicable to all language teaching in this sector. In 1984, we published *Teaching languages to adults* and organized a national conference on "Learning and teaching languages in adult education", in which we considered the issues of resources, training and professional contacts for teachers. We were made very conscious of how isolated many teachers felt and how much they wanted to know what other teachers were doing.

To sustain the momentum of the conference, CILT formed a small working group to plan and launch an initiative which, given our limited budget, we could realistically fund and service. Consequently, the working group concentrated upon the area of teacher contact and communication and decided that teachers could best achieve these aims by establishing local self-help groups. These groups could then constitute a network for disseminating information to and from specialist national agencies, arrange regular programmes of events for their teachers, talk to advisers, command attention within their I.E.A.s and, most of all, create a feeling of togetherness among members.

CILT would act as a clearing house, recording the presence of existing groups, encouraging interested tutors to form groups and offering advice on how to do so, and providing information and guidance on language matters. And that was how NETWORK came into being.

To gain a national overview of where local groups already existed and where there were teachers keen to set up such groups, we devised a NETWORK leaflet and sent copies of it to every local authority for distribution.

tion to adult education centres, we gave away copies at the 1986 ICL conference in Manchester. In the leaflet, we outline the nature of our initiative and invite teachers to respond, indicating whether they have already set up local groups or are keen to do so.

The response so far has been encouraging, with teachers in many, far from all, areas of the country evincing considerable interest in joining local groups. We have logged the names of those who have formed local groups, and plan of action suggesting how to go about setting up a local group to their keen to do so, and written to those requesting further information.

We have not the means to undertake this scheme in any grand manner, and we do not wish to suggest to any existing groups that our way is better than their tried and tested one or the way we represent any form of competition. Instead, we hope, in the short term, to increase the number of existing groups and help dispel the sense of isolation experienced by so many teachers. In the long term, we want to encourage them to set up regional networks. In turn, these networks might organize regional events and perhaps provide representative for a national committee, which would survey developments in the field and organize an annual workshop for members of a cross-section of local groups.

Local groups could form a vehicle within the proposed national federation of language associations and become involved with their local branches of such a federation, monitor the activities of a few pilot groups to gain feedback for other groups and have initiatives, and draw upon a treasury of teaching materials, sources and ideas for circulation to all groups. Naturally, we hope that the ideas and suggestions will be a two-way process and we shall welcome information and advice from local groups which we can pass on.

The first issue of the NETWORK Newsletter is about to appear. It will contain items of information and we hope, stimulate wider discussion. Matters of common concern will be sent to those who have registered with CILT, and to a wider distribution.

Eric W Brown is Teacher-Liaison Officer with CILT.

If you would like to link up with the NETWORK network, please send a copy of the NETWORK leaflet to: NETWORK, CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.

GCSE criteria reflect changes already taking place

One step ahead

MICHAEL J SMITH

The advent of GCSE is affecting not only the public examination scene but also teaching styles in secondary education. The "cascading" system of GCSE training has recognized this: teachers have been instructed not only in the format and administration of the new examinations, but also in how their actual teaching has now to reflect the demands of GCSE. Well-informed parents will also have every right to expect changes in the ways in which their children are being taught and their work assessed. Indeed, as Gillian Taylor has said to parents in *Countdown to GCSE: French and German* (one of Macmillan's opportune series): "You may well be worried if your child is being taught in the same way as earlier generations."

The first cohort of GCSE pupils, the present fourth-years, have been working to the new syllabuses for a term. Therefore it may now be an appropriate moment for us to take stock of our teaching methods and to ask ourselves what we have learned and what we have not. Is the change radical, or are we merely paying lip-service to the new situation's demands?

No one, of course, would expect change to occur overnight. Teachers are unlikely to have been using the new teaching-style in July and then to have settled into a brand new one from September. This is not to say that change will be so gradual and thus so inadequate that candidates for 1988 and their parents will be sold short. The fact is, of course, that change has already been taking place and in many respects the GCSE criteria reflect the

ways in which the school curriculum has been developing in recent years. As a teacher of modern languages I am excited by GCSE, because it both recognizes and formalizes changes in emphasis which have been taking place since the Seventies. The principal change, already much in evidence and now a cornerstone of the new examination, is that language is taught (and examined) not for its own intrinsic sake but as something practical and useful for communication.

This healthy development has been recognized particularly in the rapid spread of graded objectives courses and assessments, in which pupils have been given short-term tasks and appropriate rewards not for learning the imperfect tense in French or deciding the definite and indefinite articles in German but for being able to order a meal in a restaurant or converse with a foreign exchange partner.

In modern languages we have benefited from the arrival on the market in recent years of a plethora of published courses which have reflected this changed emphasis. Although in many cases they were written just too early to have the GCSE criteria specifically in mind (in spite of what the publishers' blurb may have been amended to claim), they assist the teacher in presenting and testing language skills in a way which is fully consistent with GCSE. Thus, a languages department which has over the last few years been stocking up with communicative courses such as *Tricolore* (Arnold Wheaton) and *Einfach*

Klasse (Oxford) will find its forthcoming financial situation much easier than will those with older courses still in use. Moreover, parents too can rest assured that if their children have been following such up-to-date courses they are already being suitably prepared for the new examination. The necessary change in teaching and learning-styles has already been taking place.

Over the Christmas holidays I have had time to contemplate my professional novel and confront myself with a check-list of necessary changes in teaching-style and method which I have consciously tried to adopt, particularly with my present fourth-year class, my first GCSE candidates. The list is neither exhaustive nor particularly original, but might serve as a starting-point for modern languages teachers wishing similarly to put themselves and their teaching under the microscope.

● Have I been using and encouraging the use of as much of the target language as possible (without being put off by a few blank stares), so that listening for understanding becomes second nature to pupils?

● Have my pupils been engaged in frequent pair or group-work (without my being put off by the increased noise-level), to ensure maximum practice of aural and oral language use, including asking questions as well as answering them?

● Have I learned to give adequate credit for the successful transmission by my pupils of a message, spoken or written, in the foreign language (without jumping on every little grammatical error or spelling mistake)?

● Have I ensured that the presentation



of grammar and vocabulary is always made within a meaningful context (and never for its own sake or to satisfy my own love of words *per se* or my personal desire for formal categorization)?

● Have I made full use of the multiplicity of language stimuli which are available: tapes, films, videos, printed and written realia (rather than taking easy refuge in "the next exercise in the book")?

I believe that my own honest answers to the above check-list show, encouragingly, that my own teaching-style, nurtured in the grammar schools where I once taught, had already begun to change before GCSE training

Michael J Smith is head of modern languages at Noddwood Comprehensive School, Dibley, Potters, Hampshire.

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EXTRA

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Modern language teachers share with those of RE the distinction of being the slowest subject group to respond to the opportunities offered by CALL (Computer-Assisted Learning). In this article I hope to show that pupils enjoy and learn by using CALL (Computer-Assisted Language Learning), that with limited resources it is possible to introduce CALL into the curriculum, and that computers can help the teacher as well.

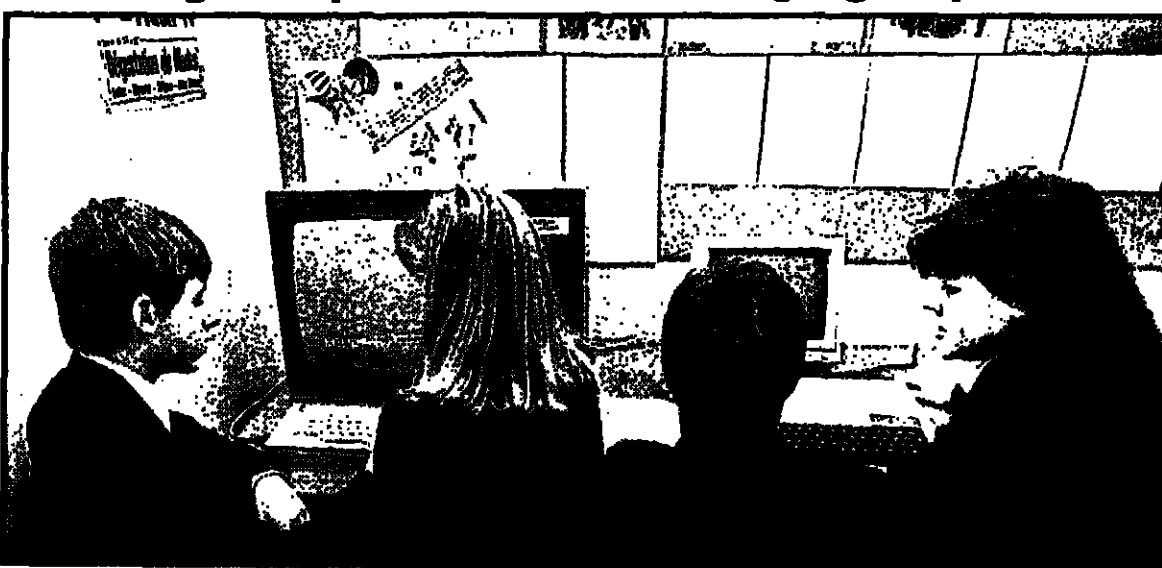
I began using CALL two years ago, borrowing one of the school's BBC computers at weekends. This is probably the best way to explore computing — your mistakes are not discovered by others.

Having decided CALL was useful, £50 was invested in the BBC-compatible Electron (the "Elk") which was set up in the corner of a classroom together with a cheap cassette recorder and a colleague's redundant black and white television. Pupils used it in twos for 10 minutes in the course of lessons while the rest got on with work in progress, and later, pupils from other classes came in to work on the computer.

However, it was soon found that there were problems with distraction, lack of space, and fair allocation of access. An alternative was to use a large screen monitor and use the computer for whole-class activities, but it was felt that the computer could make a greater contribution to the work of the department by being set up in a separate room. Appeals to parents and the school's Development Fund enabled us to set up a self-access resource room, no more than 10 feet square, with a BBC computer (£360), a disc-drive (£25 second hand from the information technology department), and green screen monitor (£50).

At a later date it is intended to equip the room with a library of cassettes, sets of worksheets, etc. so that pupils may improve their grasp of a language without constant reference to the teacher. But already the computer is used five hours a day by classes on a rota basis and by individuals at lunch-times.

The single computer in the modern language department



its purchase (especially as the price of books is constantly increasing), but there was no hard evidence of pupil reaction. Accordingly, a group of four-year pupils was asked to complete a questionnaire, and the results, although lacking statistical significance, do suggest that time on CALL is well spent.

Seventy-seven per cent of the group had a computer at home, suggesting that even if language teachers have little familiarity with the computer, their charges certainly do. This means that notions as alien to teachers as pressing the <RETURN> key are well understood by children. Remedial pupils seem to have little real difficulty with the computer keyboard configuration, although they cannot be expected to type out long phrases.

Above all, CALL motivates. In the words of John Foster, Director of MESU, the national CAL organisation, the computer: "really does allow children to perform above our expectations of their ability".

Over the year no pupil has refused to work with the computer; indeed pupils frequently stay in through breaks to complete a game they had started (even if it is apparently monotonous as vocabulary or cloze test), not even hearing the bell. A strict rota has been kept in order to be fair and allow equal time for all pupils on the computer. Pupils see CALL as enjoyable: "it helps you enjoy and learn at the same time," wrote a boy, while a girl stated that she "enjoys a challenge". The prospect of beating the computer, a friend, or their previous score is highly motivating.

Pupils like to be involved in the running of the system. They will gladly stay up at night to write programs for Open Day, talk about their entry to the Festival of Languages at Reading Evening, and be interviewed by the local newspaper about the programs they actually sell to other schools.

Pupils who work on the computer during leave of absence in the fifth year obtain higher grades than predicted. CALL is well suited to remedial work and consolidation and pupils see

Interactive alternative

continued

"It revises words you've learnt before and should know." CALL programs covering vocabulary and structures "do the dirty work", encouraging accuracy and freeing the teacher for more communicative activities. For all its shortcomings, CALL is the only interactive alternative to the teacher.

Computer-generated speech is at present very poor and unsuitable for language teaching (unless we want to produce a generation of Daleks), but will before long be of a higher quality. Computer-controlled audio tapes are already in use and can be of great benefit, perhaps not for computerized lessons, but for practice in listening, checked and helped by doing something in response on the computer. For example, a weather forecast could be heard, then the computer suggests possible activities for the day, sunbathing, staying in, etc. and checks the student's input for suitability. The interactive videodisc and Compact Disc Interactive format are coming, and this will enable the learner to hear and see any section of the disc, together with subtitles or computer-generated help. Reading skills can be helped by CALL whether through specific software to increase reading speed or gist comprehension (perhaps with key words highlighted or blanked out) or through materials on databases or accessed using the French Teletext system.

The computer cannot recognize normal talking as yet, but, whatever the activity, there is considerable pupil talk around the computer as alternatives and strategies are discussed. Writing is assisted when pupils have to type in a response which, with varying degrees of sophistication, is checked by the computer, and help and guidance given. With a word-processor, pupils can type in fair copies of work produced in class, a task they will more readily accomplish accurately on the computer than on paper; the quality of the finished product is a source of pride

(and of wall display material). Even without a printer, pupils can enter passages for cloze games, giving the least able the pleasure of seeing others struggle over their work (when only they know the answer).

There are three other learning benefits from CALL. By working alone, unsupervised, and at their own level and pace, pupils are taking responsibility for their learning. Girls gain confidence in an area associated with boys; the Equal Opportunities Commission argues that schools should use computers widely throughout the curriculum, freeing them from "the male aura of the mathematics department". Conversely, with a computer in a department identified with girls, modern languages teaching gains benefit from an association with high-tech and modernity. Finally, all pupils have the opportunity to become familiar with IT skills, using a keyboard, printer, word-processor, etc. all of which will be invaluable in later life.

There are problems of course. With only one computer, access is limited to a maximum of four operators. Pupils miss what is going on in class and have to catch up if possible. The alternative to one computer is the single room full of computers, sometimes linked together in a network. This is very expensive to set up, but is often preferred by heads, and has advantages for some subjects. It has the benefits of supervised work, teacher help and whole-class access, and is used to good effect by a number of language teachers. But other classes will increasingly want to use the room, in my school access is restricted to subjects using computers specifically as part of a GCSE course.

The material has to be specially prepared to relate to current work (the single computer can be used as a break from classwork, so any programs can be used). It must provide a full lesson's activity, whereas less time might be more appropriate. Some pupils will finish or lose interest before others, leading to distraction and undesirable behaviour. Moreover all software has to be adapted, a time-consuming process, or has to be bought at often twice the price for a stand-alone computer.

Another problem concerns computers themselves. Demanding rigid answers, a high degree of accuracy, keyboard skills, neither speaking nor listening, unable to handle open-ended questions or generate spontaneous language, they seem to interfere with the aim of language learning: communication. Further, computers themselves are incompatible, a disc for an IBM or an Amstrad will not work on a BBC.

Software for the machines, especially for language learning, has been disappointing; apart from the excellent *Granville* (Cambridge University Press, £24.95), produced by a team of three over two years, supported by the MEP, most good software is produced by practising teachers selling through specialist companies. Many programs are poorly selected or have inappropriate levels, too much English; others make inappropriate demands, have little error analysis or feedback and dubious methodological approaches (eg exposing pupils to "J'ai venu"). Poor software concentrates on what the computer can do — graphics, sounds — at the expense of what the learner could do.

But CALL has much to offer, in spite of drawbacks of cost, access and software. I would urge language teachers to take the plunge, see pupil reaction in other schools, join local CALL groups, go on a word-processing course, and buy a computer for the department.

References

- 1 See, for example, articles in *CALL for the Computer*, BAL7JMLA 1986.
- 2 The package of five games gives practice in graded French and GCSE vocabulary, tenses and structures, and includes a gapfilling game. An interactive game is shortly to be published by AVF.
- 3 A suitable package has to be bought, costing about £20. Telephone charges to France are incurred, but there will soon be a terminal in London, accessible at cheap rates.

Roger Blamire is Head of Modern Languages, Bridley Moor High School, Redditch, Worcs.

Star systems

Studio 16 A Teacher's book £3.95, pupil's book £3.95, two C60 audiocassettes £17.25. ILEA Learning Resources Branch Stanley Thorne (Publishers) Ltd, Old Station Drive, Leckhampton, Cheltenham, Gloucestershire GL53 6DN.

Studio 16 is a new course from the Inner London Education Authority, aimed at students who have done about three years of French. It is designed for mixed ability classes, including those preparing for exams at 16-plus. Studio 16A, to be followed later this year by 16B and 16C, lays emphasis on its audio material, and it is recommended that students have their own copies of the cassettes for both home and class use (reduced rate bulk-buy is available).

The course takes the form of a radio programme for adolescents, including such items as phone-ins, studio discussion, interviews and a *feuilleton*. The materials are likely to appeal to this age range, but the format rarely carries conviction and is, if anything, obtrusive, with a lot of fluffing music (a feature carried over from *Eclair*). Once you've got used to it, however, individual items are interesting in their own right, and are never just vehicles for grammar points.

The grading of activities in a star system (one to four) is valuable. Teachers can distribute work flexibly within their classes, and arrive at a more accurate assessment of individuals than is possible with more narrowly focused materials. This advantage is, however, progressively affected by the restricted range of activities described below.

The statement to the students of the objectives of each programme is also welcome. The breaking up of the overall aims into manageable elements demystifies the learning task. In fact,

the whole area of how the learner is addressed seems ideal.

Substantial programmes, then, with each one followed by a test of all four skills; but two strong impressions are of the poverty of the exploitations and of the bittiness of the materials.

A high proportion of the activities, especially at Levels 2 and 3, are of the nature "choose the correct response" or "re-order correctly". These can be fruitful activities, but they are mainly mechanical, and encourage the student to remain on the surface level of language. They require the student to engage only with separate sentences or even discrete words (very often a correct answer can be deduced simply from a lexical item). Furthermore, as they are present from start to finish, there is little expectation that learners might move up from one level to another. A concern to provide for all abilities has produced a series of train-lines which, without determined teacher intervention, it will be difficult for some pupils to get off.

The bittiness is part of the same problem. The activities, while deriving in the main from interesting and often authentic input, represent so many one-off quick encounters, rather than a "deepening" relationship.

There is one other possible, more minor criticism, the choice of what is on tape as opposed to what is only printed. There are several examples of essentially written language being read out on tape (for example, a police officer's note of what a missing person did on the day he disappeared). It is a pity to detract from genuine listening material by including what belongs to another medium. A major disadvantage, however, must be a failure not only to cater interestingly for all levels of ability, but to allow learners to pass from one level to another.

Tim Parke



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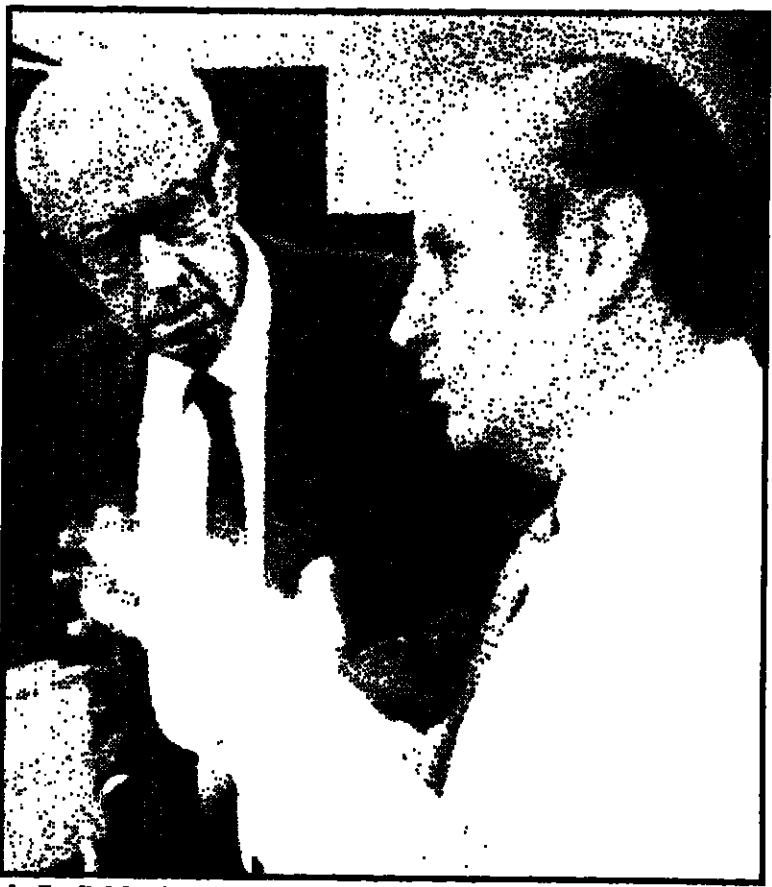
CHRIS HARNETT

In September 1985 Baker Perkins, an international engineering firm with headquarters in Peterborough, and a turnover of £250 million, was approached by a group of local teachers asking for some realistic material for their graded objective foreign language lessons. As a linguist in a marketing department, using foreign languages on an almost daily basis, I was offered the chance to talk to the teachers. I was surprised by the extent to which language teaching had changed over the past 10 years, but the teachers were equally surprised at the number of foreign language journals circulating within the department and within the company, and how useful the knowledge of a foreign language can be, however limited.

A further meeting was called with the teachers, all of whom worked with schools within the TVET scheme, to pose the question "What can we do to help you?"

A three-stage plan was outlined. The first stage was to set up a Languages in Industry conference, to be held at Baker Perkins. It would take place during an afternoon, and each of the four schools and the regional college would be invited to bring four students from either their fourth or fifth years. The plan was to have a general introduction to Baker Perkins, who we are and why we recognized the importance of foreign languages. The students would then be split into small groups and various Baker Perkins employees would talk to them about their jobs. These people would include an internal auditor, a graduate apprentice, a secretary, a market analyst, a salesperson, an engineer, a correspondent and an information officer. The visiting "language users" were equally split between female and male and between jobs where students expected that languages could be a useful asset, and others where they expected no link at all.

The idea seemed a sound one and the realization dawned that this event could be repeated. The decision was taken therefore to make a video. It could give a brief insight into Baker Perkins, and then go on to introduce various people filmed in their work environment and talking about their



An English businessman tries to explain something to a visiting German. The sequence, which opens the Baker Perkins video, ends up with the Englishman saying the same thing more and more loudly!

The conference itself proved a great success. Initially shy students warmed to the informal atmosphere created by the organizers. They asked questions and learned a great deal. They were put to work too: a desk exercise was compiled for them; copies of various foreign language articles that had passed through the marketing department were collected and some questions were posed. It increased their confidence in their own ability, but we did not want a room full of budding linguists; we just wanted them to realize that even if they dropped languages at 16 and went on to study a completely different discipline, one day they might need to recall what they had learned. It was not wasted time.

They were also studying English and mathematics, but not all of them would go on to be an English teacher or an accountant. Languages too could be another string to their bow.

The second stage was to visit the schools and speak to the students in their own environment. At the end of the conference, the participants had been asked to voice their opinions on what they thought of the afternoon. One young lady said that although she had enjoyed it, she thought we would do better talking to the third years, who were coming up to making decisions about options. Our job was to try and convert those who were not sure that languages even had a purpose.

The intention was to speak to a class at a time, show the video, and then

break into small groups of between seven and 10 to talk about the visitor's job. Questionnaires were formulated to help the students know what kind of things to ask: what company did the visitor work for? What did the company do? Why did the visitor need languages? How did he/she learn languages? Later on, classes could compare completed questionnaires.

Although Baker Perkins had been the driving force, there had never been any intention to see it as a push for the company. This was the time to throw the project open to other local firms. They were Palford Pivry, consultant engineers; Perkins Engines, and Newage Engineers. Some had never been inside a school since the day they themselves left – and for some, that was a good few years ago! Some were nervous about what to say, and whether they would be able to hold the students' attention.

Whatever fears people had were soon forgotten when they sat down in the classroom. Guided by the questionnaires, the groups of students posed their questions and more besides. They learned how one man was actually thrown out of his French class for being so hopeless; he now negotiates contracts in Africa, speaking French all the time. Some people had always enjoyed languages, but had not known how they might be able to use them; others had taken them as far as O level, and then dropped them, only to take a refresher course later in life.

The video too proved very popular. Students found it succinct, witty, interesting, and above all, informative. It made even more impact when stars who had appeared in the video, walked into the classroom.

Each school and the Regional College were asked to send us written comments from the students about what they thought of the visits. The response was almost unanimously positive – they had enjoyed the visits, and many had decided to take up languages in their fourth year, when they had been considering dropping them before.

The third part of the project was due. We had discussed the possibility of the students visiting Baker Perkins and talking to some of the people in their work environment. However, this was not very practical as the numbers who could visit at any one time without disrupting office life too much was quite small. After consultation with the teachers, we decided that instead, we would hold another conference – again for fourth and fifth formers. The format would stay the same, although now we had a completed video to show.

The project has been like Tony's has just grown and grown. Large numbers of teachers need to see that industry is aware of their responsibilities. Industry needs to be shown how it can help schools, but do not know how to do it, or just how easy it can be. Do the teachers want you in the school? How often should you visit? What can you tell the students when you go? What kind of levels do they need information? How much preparation needs to be done beforehand? There are many questions that industry needs to ask themselves, and yet the you are actually in the classroom, the simplest things that can be of most interest: the things that may be for granted and assume that everyone knows. Once you have made the first move, it is amazing how easy and rewarding it can be.

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Susan Norman

JCLA conference

The challenge of change is the striking theme running through the programme of the 1987 conference of The Joint Council of Language Associations (JCLA) which is being held in conjunction with the University of Hull, 28-30 March.

With the prospect that the long awaited guidelines on "Foreign Languages in the School Curriculum" will be published within the next few weeks, participants will expect to hear how these might be put into practice in two major plenaries: the keynote speech, by recently appointed Staff Inspector for Modern Languages, Mr Michael Salter, and on the final day an address by the Minister of State for Education and Science, Mrs Angela Rumbold. Other plenaries will pick up the theme of change – the external factors which are influencing change resulting in new methodologies, materials and the development of new dimensions in the relationships between individuals and institutions.

In about a hundred workshops, talks and presentations those working in languages at all levels and in all sectors from school to university will find a combination of practical advice and food for thought. With the introduction of new examinations in England and Scotland and changes in A level syllabuses new ideas and materials for the classroom will feature in the programme. The co-existence of "community" languages and "modern" languages will be demonstrated both in the context of in-service training and the school language curriculum.

JCLA faces up to the fact that change can be a daunting prospect to those committed to a well-established pattern of new schemes, examinations and projects. Several talks and workshops aim to give support and advice on a personal level and to those whose role is to encourage the implementation of change. The experience of industry in this respect will be drawn on in workshops given by a personnel executive, and two other speakers from ICI and Baker Perkins will describe industry/education links in connection with languages at work.

Some items are for specific language interests. There are significantly more talks and presentations for Spanish than hitherto, and the latest addition to come under the JCLA umbrella, The Association of Dutch Language Teachers (ADULT) will be holding its biennial meeting to coincide with the conference.

Change also means harnessing new technology to improve performance. Hull's Computer Aided Language Teaching Unit will house a section of CALL. Practical sessions will demonstrate the use of video, local radio, satellite TV, wordprocessing for language teaching, and other things you professionals on editing one's own video and audio recordings.

The Exhibition alongside the conference has widened beyond books and teaching materials to include boards and school travel firms, all part of the broader vision of modern language teaching today.

The good humour, friendly atmosphere which has often been commented on is probably achieved by combining the intense course programme with a range of evening social activities.

Charlotte Wilson

EXTRA

What can 13-year-olds do?

A review of the APU surveys

PETER DICKSON

Readers of this supplement are probably aware of the work of the Assessment of Performance Unit (APU) in the field of languages and, indeed, some are likely to have participated in the programme, whether as teachers in schools, pupils and are more likely to have taken part in the surveys, as members of consultative or advisory groups, as oral assessors, or as test markers. The programme which set out to survey the performance of 13-year-olds in French, German and Spanish began in 1981 and was completed at the end of 1986. It is an appropriate moment to review the project and summarize what was achieved.

In common with APU projects in Maths, Science and English Language, also set up by the DES, the surveys were conducted on a national basis, including maintained and independent schools in England, Wales and Northern Ireland. In each of the three years in which surveys were carried out about 300 schools and between 5,000 and 6,000 pupils took part. In 1983, when surveys of German and Spanish took place beside the French, an additional 200 schools and 7,000 pupils, approximately, were involved.

The first aim of the survey work was to obtain a national picture of performance which would provide evidence of the levels and kinds of proficiency which have been achieved by 13-year-old pupils in their first foreign language. It was recognized at the same time that the variety of evidence which was obtained would inform developments in assessment and the curriculum, and would be of immediate interest and use, therefore, to teachers and others involved in the foreign language teaching profession.

The second aim of the survey was to provide a brief overview of the achievements of the project and to draw attention to the publications which can be consulted for more detailed information. First, the national picture of pupils' performance. Before the APU surveys were commissioned, some information about levels of attainment was available for the 35 per cent of pupils who entered for examinations at 16-plus but there were no nationally agreed tests providing information across the whole range of ability. Such information was expected to be a valuable resource at a time when foreign language study had only recently been introduced for nearly all pupils entering secondary education and when new developments, for example, in graded objectives and GCSE, were so rapidly gaining ground.

The survey reports aim to give as full a picture as possible. They are based on results obtained from listening, reading, speaking and writing tests, designed specifically for use in the surveys, and on other information gathered about the pupils and schools taking part. Results on the wide range of tasks, included in the tests, have provided evidence of the proficiency of 13-year-olds in French, German and Spanish and detailed analysis of pupils' performance in all four modes has helped to show what distinguishes achievement at different levels. Results throw light also on particular issues of concern to teachers – the relationship between the performance of boys and girls, and between performance and learning background or attitudes. Information about provision in schools and about pupils' attitudes, to language learning generally and to specific learning activities, is also reported independently of performance scores. Reports on the first two surveys have already been published (Foreign Language Performance in Schools, DES 1985, 1986) and the final report is due this year.

The approach taken by APU to the assessment of pupils emphasized communicative performance. The assessment tasks, described previously in detail in these columns (TES February 3, 1986), aimed to be practical and relevant; they required pupils, for example, to listen to and read authentic texts for different purposes and for different purposes, and to adopt a variety of roles in different situations. Methods used to assess performance focused on what pupils can do, rather than what they cannot do. These are characteristics of the approach taken

up more recently by GCSE; those involved in the new examination are likely, therefore, to find much of interest in the APU tests and in the methods developed for carrying out assessments. Examples from the tests and descriptions of the procedures can be obtained from the survey reports referred to above. A short report, written specifically to illustrate the tasks and to describe the rationale and development of the tests and performance scales, provides, however, a better account. A free copy of this report (Assessing Foreign Languages) is shortly to be made available to all schools.

Since the APU assessment shares much of the rationale of GCSE, the results are bound to be relevant to the planning and development of the new curricula. There are a number of interesting findings documented in the survey reports and the accumulation of data over three surveys has allowed the project team to draw general conclusions about pupils' performance and to put forward some implications for teaching and learning. For example, pupils enjoy and are more likely to perform tasks well if these have a familiar setting, a clear purpose, and if they correspond to their own interests. They will benefit from performing short, closely structured tasks, such as role plays, to assimilate new material, but will need opportunities for more extended discourse, in listening, reading, writing and speaking, if they are to develop their knowledge and understanding of vocabulary and grammar and move from a mechanical use of the foreign language to a flexible and more creative one.

Although this summary of the implications of the surveys may appear only to preach to the converted, by lending weight to the argument for a more communicative approach to foreign language teaching, it makes an important point about knowledge and understanding of vocabulary and grammar. This was found to be the most important factor in a successful performance of the assessment tasks. The crucial message to emerge from the wealth of APU data is not just that an emphasis on communicative activities is desirable, but that these need to be selected and sequenced so that the best conditions are created for pupils to acquire this essential knowledge and understanding.

Many of the findings discussed in the survey are highlighted in separate short reports on Listening and Reading, on Speaking and on Writing, which implications for teaching and learning are also discussed. These are due to be published in 1987 and a free copy of each will be made available to schools.

Full information about the reports referred to in this article is available from APU, Room 477A, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH. The survey reports are published by the DES and will become available from HMSO or through booksellers. The four short reports are published by NFER-Nelson for the APU.

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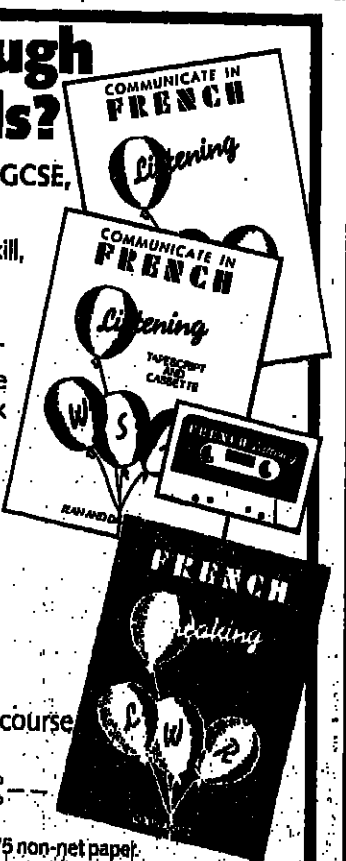
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☐ Communicate in French: Speaking by Colin Asher, ISBN 09 168861 2, price £2.50 non-net paper.
☐ Communicate in French: Listening (Sample pack – Pupils book and Transcript) by Jean and David Webb, ISBN 09 173203 4, price £2.50 non-net paper.
☐ Communicate in French: Listening Cassette, ISBN 09 170020 5 are available on a firm order basis for £8.50 + VAT.
☐ MLA Modern Language Teacher's Handbook by Alan Smalley & David Morris, ISBN 09 161220 9, price £9.95 non-net.

Name _____ School _____

Address _____

To: Adele Fuller, Hutchinson Education, FREEPOST, London WC2N 4BR.



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W. BREY
EDUCATION COMMITTEE
STEWICK COUNTY MIDDLE
SCHOOL
Stewick Drive, Great
Oklahoma, Surrey KT23 3PP
Stewick County Class Teacher
Required, able to lead in Music
able to lead in Music
Required for an outstanding
Application form (SA
case) from Headteacher A
School, Clonliffe Units 20
February 1987.
(0950) 11002

WEST SUSSEX

MIDDLHURST HASTINGS
ASSISTANT TEACHER
N.C.B. - 115
N.C.B. April 1987 612 Ag
Regulated from Summer to
1987. Teacher (Scale 1)
Initially with the o
Children (8-12 years). A p
son with a special intere
in the field of language
conting and encourage
of 'Science Horizons'

Further details and application form from the Headmaster, Lyndhurst First Middle School, Lyndhurst Road, Worthing, West Sussex BN1 2DG (s.a.f.e.) 210 53789.

WEST SUSSEX
VAPTON PRIMARY
WEXHAM
VAPTON C.E.
(CONTROLLED) PUMPA
(Group 5)
 Halfway Stage 1
 1987/88 April 1987 (term 4)
 N/A Scale 1 substantially
 energetic Teacher Assistant
 the 1987/88 Control and
 application form and is

For details available from the following teachers: Yaxton C. E. (C.E.) Primary School, Yaxton, Arundel, West Sussex. OPL, 14-15, planner, Chichester 17th February 11 (489714)

DUDLEY
WREN'S NEST PRIMARY
SCHOOL
Scale 2 TEACHER to a
Co-ordinator for 50
Needs.
See advertisement
Primary/Scale 2.
(49395)

AND SCHOOLS QUALIFIED FOR SEPTEMBER 1987

special schools (moderate difficulties), with effect from 1990. The programme was initiated from well qualified teachers who are seeking the opportunity to deliver a more lively and caring education and to play an active role in the education of their pupils. The programme is excellent professional support for all stages of their careers. Over 100 in-service courses have been completed. The NEWLY QUALIFIED teachers are now contributing to their teaching communities.

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

an active role in the school. Excellent professional support at all stages of their careers. Over 100 in-service courses a year. NEWLY QUALIFIED teachers on their teaching commitment per week to enable them to receive service training as part of their term by the Authority period.

reach of London, and a
there is easy access via pub
and rail.

£726 per annum.

are available (see p
om: The Director of Ed
onal Services (ref: Staf
Q), Mercury House, Mer
ardens, Romford RM1 3D
closing date for applicat
and references: 19th Febr
1987.

Dead End Station

☒ A Nuclear Free Zone

1.002

YORKSHIRE



and references: 19th Feb
1987.

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971) using a Shimadzu 1010 spectrophotometer. The concentration of chlorophylls was expressed as $\mu\text{g mL}^{-1}$ of the sample.

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CURRY & ISC, HERTFORD
The following posts in September, 1987
PHYSICS TEACHER
Interest in human and economic Geographical
ability to contribute to fieldwork
MATHEMATICS TEACHER
Department and teach at all levels in the
ENGLISH TEACHER

ENGLISH TEACHER
at all levels, including a large mixed sex
candidates, with several trying for
An interest in drama would be an
Students would suit young, energetic and
students, perhaps recent graduates, who are
participate actively in the life of the school
in at least one of these appointments
involved in the School C.C.F. would be
positions. Accommodation may be available
and be sent as soon as possible with
and the names of at least two referees to
Mr. Haileybury, Hertford, SG13 7NU
For particulars of each post may be
(1444)

PREPARATORY DEPARTMENT
 are invited from well qualified and experienced teachers for appointment in the Department. There are 220 girls, aged 7-11 years.
 For Teacher Scale; Assistance with other staff benefits.
 letter, accompanied by full curriculum vitae and the names and addresses of three referees, should be sent to the Headmistress, for consideration. Further details can be obtained from the Headmistress.
 applications: 20th February 1987

HEAD PREPARATORY SCHOOL
(S. Co-Educational Day School)
LECTOR OF STUDIES
SCALE THREE

Studies will be required from September 1967.

This appointment represents an opportunity to join a successful, happy team in a school situated in the heart of the county. Suitable and able applicants should be graduates of the University of Cambridge or equivalent, and have experience in the teaching of Common Entrance subjects at the Independent School Standards.

For further details to: The Headmaster, Head Preparatory School, Church Road, Chislehurst, Kent ME17 3RF.

UNDERHILL PREPARATORY SCHOOL
(an I.A.P.S. Co-Educational Day School)

DIRECTOR OF STUDIES
SCALE THREE

A Director of Studies will be required from September 1st 1987. This appointment represents a challenging opportunity to join a successful, happy and dedicated team in a school situated in the heart of Kent. Suitable applicants should be graduates and be experienced in the teaching of Common Entrance and Independent School Scholarships Examinations.

Please apply for further details to: The Headmaster, Underhill Preparatory School, Church Road, Church Sutton, Nr. Maidstone, Kent ME17 3RF.



Mid-Kent College of Higher and Further Education

HM YOUTH CUSTODY ROCHESTER KENT

LECTURER GRADE I IN BASIC EDUCATION

Applications are invited for the above post from applicants with suitable qualifications and teaching expertise. A knowledge of Computer Aided Learning and Computer Literacy would be an advantage.

Salary Scale: £8,843-£11,865

Further details and application forms are available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 8UG, (Tel 0634 44470 Ext 212). Completed applications to be returned within two weeks of the appearance of this advertisement.

COLLEGES OF FURTHER EDUCATION continued

ESSEX
LOUGHTON COLLEGE OF
FURTHER EDUCATION
Loughton, Essex
IG10 3SA
Tel: 0206 8311
DEPARTMENT OF BUSINESS
STUDIES
LECTURER II IN BUSINESS AND
COMPUTING STUDIES to com-
mence duties in September
1987 or before if possible. The
successful candidate will be
expected to teach Information
Processing and at least ONE of
the following: Bookkeeping,
Accounts, Organisation in the
Environment, Distribution and
Leisure Studies to a range of
care and National Levels, GCE
O and A, Institute of Bankers
and AISC Adult Training
Schemes.
Applicants should be
appropriately qualified and
have a teaching qualification.
Suitable commercial and/or
teaching experience is desir-
able and an ability to offer
related business studies sub-
ject will be an advantage.
Salary: Lecturer II
£8,595 - £13,636 plus 22%
p.a. Inner Prime Area Allow-
ance.
Further details and applica-
tion forms may be obtained
from the Principal to whom
completed forms should be re-
turned within 21 days of the
appearance of this advertise-
ment. (35008) 220036

HAMPSHIRE
COUNTY COUNCIL
TECHNICAL
COLLEGE
DEPARTMENT OF BUSINESS
AND SECRETARIAL STUDIES
LECTURER I in Business and
Tourism/Business Studies to in-
troduce and develop COTAC
courses and to develop travel
and tourism options in other
courses, require a minimum of
12 years experience (Post No.
128).
Application forms and full
job description available from
The Principal, Southampton
Technical College, 31 Mary
Street, Southampton SO8 4JH.
This County pursues a policy
of equality of opportunity and
applications are particularly wel-
come from people with disabili-
ties. (49333) 220066

ENFIELD
LONDON BOROUGH OF
ENFIELD COLLEGE
Required to join an exciting
and developing new College
in the EC72 LEICESTER II
IN HEALTH-BASED FITNESS
from 1st May 1987 or as soon as
possible thereafter. Experience
needed in developing programmes
for students of all ages, and to
contribute to links with the
Health Service or Recreational
Services. A background in
P.E. or Occupational Therapy
or Recreational Management
would be appropriate. The Col-
lege has excellent facilities
including a Sports Hall, Gymna-
sium and outdoor areas, and is
a Fitness Assessment Centre.
For NURSERY NURSING
from 1st September 1987. The
person appointed will be ex-
pected to teach Child develop-
ment to Nursery Nurse Stu-
dents. Applications are invited
from Nursery Nurses trained
by the Department of Health
developing the role of the
Nursery Nurse.
Salary scale (including London
Allowance) Lecturer II
GRADE I £7,569 - £12,591 (the
initial placing on this scale
depends on qualifications and
experience).
Application forms and details
are available from the Principal,
Enfield College, 23 Hertford
Road, Enfield EN3 5HA (Tel: 01-443 3434, exten-
sion 234).
Completed application forms
are to be returned to the Prin-
cipal by Friday 20th February
1987.
An equal opportunity em-
ployer. (49391) 220025

HAMPSHIRE
BASINGSTOKE TECHNICAL
COLLEGE
NATIONAL HEALTH &
SCIENCE DEPARTMENT
Lecturer I to teach full time
BTEC Health Education & In-
formation Studies, General
Studies and BTEC Health
Education & Information
Studies and other Catering
courses. (Post No. 100)
Salary Scale: £6,843 -
£11,865.
We pursue a policy of
equality of opportunity. Ap-
plicants should have a quali-
fication in the field of Health
Education and Information
Studies, or from people with dis-
ability.
Application forms and fur-
ther information may be ob-
tained from: The Principal,
Basingstoke Technical Col-
lege, 100 Westbury Road,
Basingstoke RG21 1TN. (Tel: 043026
34141, 339787) 220026

**HEREFORD
& WORCESTER
COUNTY COUNCIL**
NORTH
WORCESTER COLLEGE
Bromsgrove
N.N.E.D. COINSE TUPOH
Required for September
1987 a Lecturer II to be
the tutor responsible for the
N.N.E.D. course. Ap-
plicants should be quali-
fied in the field of Health
Education and Information
Studies, or from people with dis-
ability. (49391) 220025

**LECTURER II IN HEALTH
SUBJECTS**
Required as soon as
possible a Lecturer II to
teach Health Education &
Information Studies to
N.N.E.D. students. Ap-
plicants should have a quali-
fication in the field of Health
Education and Information
Studies, or from people with dis-
ability. (49391) 220025

HAMPSHIRE
CRICKLEDALE COLLEGE
Andover
Required from April 1987
a Lecturer I to teach
MATHEMATICS to teach
Mathematics at all levels.
Some computing experience
desirable but not essential.
We pursue a policy of
equality of opportunity and
applications are particularly wel-
come from people with disabili-
ties. (49333) 220066

Further details and applica-
tion forms may be obtained
from the Principal, Crickdale
College, 100 Westbury Road,
Andover, Hampshire, SP10 1ET.
Tel: 01264 65311, Ext. 310.
(49333) 220066

SCHOOL OF HOTEL AND CATERING STUDIES

LECTURER I IN ACCOMMODATION STUDIES

Applications are invited from qualified persons with
appropriate experience in industry for the above post,
to commence 27th April 1987.

The School, which moved to purpose built accommodation in
1985, offers a range of full and part-time Hotel and Catering
courses at Craft, Supervisory and Management level.
Applicants should possess relevant professional qualifications
and some teaching or training experience would be
advantageous.

Salary range: £8,843 - £11,865 pa.

Application forms and further details are available from
the Chief Administrative Officer. Completed applications
forms should be returned by Friday 20th February 1987 to
the Principal, James Horrocks.

**Barnfield
College**

New Bedford Road Luton LU3 2AX Tel [0582] 607631

DURHAM COUNTY COUNCIL

NEW COLLEGE DURHAM

LEARNING RESOURCES UNIT

LIBRARY SERVICES

CENTRE ACADEMIC LIBRARIAN

(Lecturer II Burnham with
Burnham Conditions of Service)
Applications are invited from Graduate Chartered Librarians,
preferably in a Science or Technology related subject, for the
above post.

Candidates should either hold a teaching qualification or be
willing to obtain the City and Guilds 730 Further Education
Teachers' Certificate and have experience of managing
professional and non-professional library staff. Experience of
library provision for the 16+ age group would be an
advantage.

Further particulars and application forms, returnable by
Monday, 2nd March, 1987, may be obtained from The
Principal, New College Durham, Framwellgate Moor
Centre, DURHAM, DH1 5ES, on receipt of a stamped
addressed foolscap envelope.

Surrey County Council

East Surrey College

Principal D. B. Clarke, MA, BA, Dip Ed.

DEPARTMENT OF HOTEL AND CATERING, HAIRDRESSING AND TOURISM

LECTURER I

(Fixed Term Contract for One Year, Renewable)
To teach professional cookery and food service in City and
Guilds 705, 706/1, 706/2, 707/1, 707/2 and BTEC First Award
Diploma students.

Salary (including allowances): £7,125-£12,147-£13,638

Application form and further details from the Staff Office,
Surrey College, Gatton Point, Redhill, Surrey RH2 9ZL.
Closing date: 14 days after the appearance of this advertisement.

(30384)

COLLEGES OF FURTHER EDUCATION continued

HAMPSHIRE
COUNTY COUNCIL
GRIMSBY COLLEGE OF
FURTHER EDUCATION
(re-advertisement)
LECTURER I IN
HOTEL & CATERING
INDUSTRIAL LANGUAGE
UNIT
(BURNHAM F.E. SENIOR)
This post is vacant now
and the successful applicant
will commence as soon as
possible, preferably on 1st
May 1987.
Industrial Language
Training, a national scheme
funded by M.S.C. provides a
range of training and qualifi-
cations in the field of indus-
trial and commercial language
and communication and pro-
mote positive relations
in the multi-cultural work-
place.
The Leicestershire Unit
works with employers,
trade unions and education
groups to help to eliminate
barriers to communication and
promote equal opportunities.
The person appointed will
be able to demonstrate
administrative, communication
and marketing skills.
Further details and applica-
tion forms may be obtained
from the Principal to whom
completed forms should be re-
turned within 21 days of the
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ment. (49070) 220026

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COUNTY COUNCIL
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COLLEGES OF FURTHER EDUCATION continued

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HAMPSHIRE
COUNTY COUNCIL
GRIMSBY COLLEGE OF
FURTHER EDUCATION
LECTURER I IN
HOTEL & CATERING
INDUSTRIAL LANGUAGE
UNIT
(BURNHAM F.E. SENIOR)
This post is vacant now
and the successful applicant
will commence as soon as
possible, preferably on 1st
May 1987.
Industrial Language
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funded by M.S.C. provides a
range of training and qualifi-
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and communication and pro-
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in the multi-cultural work-
place.
The Leicestershire Unit
works with employers,
trade unions and education
groups to help to eliminate
barriers to communication and
promote equal opportunities.
The person appointed will
be able to demonstrate
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Further details and applica-
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TEACHER FELLOWSHIPS IN ENGINEERING

The Institution of Mechanical Engineers are inviting applications for the Autumn Term 1987 onwards. With the full support of a professional Institution it gives teachers the chance of valuable first hand experience of working in industry and guidance in using this experience to enhance the teaching of their specialist subjects.

- One term secondment tailored to your own needs and requirements
- Courses to assist teachers with ideas for curriculum development
- A grant of up to £600 to the school to enable the teacher to utilize the experience gained in a practical way
- Close and continuing links with industry

For further details contact:
Jim Harrington, IME Box 23, Bury St Edmunds, Suffolk IP22 6BN Tel: (0284) 63277 and 65 (14401)



University Appointments

LIVERPOOL

UNIVERSITY OF LIVERPOOL
DEPARTMENT OF EDUCATION
FULL-TIME LECTURESHIP IN PRIMARY EDUCATION (EARLY YEARS)

Applications are invited for a permanent lectureship in Primary Education from 1st September 1987. The post is newly established and the successful candidate will join a team involved in PGCE courses, with opportunity for Higher Degree work and research.

Applicants should possess a good honours degree and an advanced diploma in Education. Recent experience in infant or first schools is essential. Salary within the range £8,050 - £12,250 per annum (under review).

A full-time fixed term appointment in the same field may also be available.

Applications, together with the names of three referees, should be received not later than 27th February, 1987, by The Registrar, The University, P.O. Box 147, Liverpool L69 3GB. Further particulars may be obtained.

Quota Ref. RV/349, TES: (49527) 250000

NOTTINGHAM

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
APPOINTMENT OF RESEARCH ASSISTANT

Applications are invited for a Research Assistant to develop a research project in the field of Science/Technology.

The appointment will be effective from 1 September 1987 and preference will be given to a graduate in Engineering or Science. Registration for a higher degree may be possible.

Salary within the range £7,085 - £8,505 (under review).

Further details are available from Mrs J.P. Russell, Cabinet, School of Education, University of Nottingham, Nottingham NG7 2RD, and to whom applications in the form of a comprehensive CV, quoting the names of 3 referees, should be sent and to be received not later than 28th February 1987 (49400).

Fellowships, Studentships and Research Awards

CAMBRIDGE

CLARE COLLEGE
SCHOOL TEACHER FELLOWSHIPS, 1987-88

Clare College invites applications for School Teacher Fellowships. The Fellowships are available to men and women, preference being given to those with a PGCE or equivalent. Dates for 30th September 1987.

Fellows will be expected to pursue their own project of work and to live in College for one term. No salary is paid. Free accommodation and meals are provided.

Further particulars and application forms may be obtained from the Secretary, Clare College, Cambridge CB2 3RQ. The closing date for applications is 10 March 1987. (49725) 30000

Research Posts

NEWCASTLE UPON TYNE
UNIVERSITY OF NEWCASTLE UPON TYNE
School of Education

Applications are invited for a full-time RESEARCH ASSOCIATE to work with a team of Lecturers and another Research Associate already in post, on the evaluation of the Technical and Vocational Education Initiative (TVET).

Candidates should have relevant teaching and/or research experience. The post is tenable for a fixed term of two years from 1st September 1987 (or earlier by arrangement). Salary will be an appropriate point on the NASS scale: £8,050 - £12,250 per annum according to qualifications and experience.

Applications (two copies), giving full details of age, qualifications and experience, together with the names of three referees, should be sent to the TVET Evaluation Project School of Education, University of Newcastle upon Tyne, St. Thomas' Street, Newcastle upon Tyne, NE1 7RU. Marked for the attention of Mrs M. Taylor by 3rd March 1987. Further particulars of the post also be obtained (49420) 300000

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Youth and Community Service

BOSTON

BOSTON REGIONAL COMMUNITY CENTRE
YOUTH WORKER AND CENTRE WARDEN

Based at 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 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1254, 1256, 1258, 1260, 1262, 1264, 1266, 1268, 1270, 1272, 1274, 1276, 1278, 1280, 1282, 1284, 1286, 1288, 1290, 1292, 1294, 1296, 1298, 1300, 1302, 1304, 1306, 1308, 1310, 1312, 1314, 1316, 1318, 1320, 1322, 1324, 1326, 1328, 1330, 1332, 1334, 1336, 1338, 1340, 1342, 1344, 1346, 1348, 1350, 1352, 1354, 1356, 1358, 1360, 1362, 1364, 1366, 1368, 1370, 1372, 1374, 1376, 1378, 1380, 1382, 1384, 1386, 1388, 1390, 1392, 1394, 1396, 1398, 1400, 1402, 1404, 1406, 1408, 1410, 1412, 1414, 1416, 1418, 1420, 1422, 1424, 1426, 1428, 1430, 1432, 1434, 1436, 1438, 1440, 1442, 1444, 1446, 1448, 1450, 1452, 1454, 1456, 1458, 1460, 1462, 1464, 1466, 1468, 1470, 1472, 1474, 1476, 1478, 1480, 1482, 1484, 1486, 1488, 1490, 1492, 1494, 1496, 1498, 1500, 1502, 1504, 1506, 1508, 1510, 1512, 1514, 1516, 1518, 1520, 1522, 1524, 1526, 1528, 1530, 1532, 1534, 1536, 1538, 1540, 1542, 1544, 1546, 1548, 1550, 1552, 1554, 1556, 1558, 1560, 1562, 1564, 1566, 1568, 1570, 1572, 1574, 1576, 1578, 1580, 1582, 1584, 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2250, 2252, 2254, 2256, 2258, 2260, 2262, 2264, 2266, 2268, 2270, 2272, 2274, 2276, 2278, 2280, 2282, 2284, 2286, 2288, 2290, 2292, 2294, 2296, 2298, 2300, 2302, 2304, 2306, 2308, 2310, 2312, 2314, 2316, 2318, 2320, 2322, 2324, 2326, 2328, 2330, 2332, 2334, 2336, 2338, 2340, 2342, 2344, 2346, 2348, 2350, 2352, 2354, 2356, 2358, 2360, 2362, 2364, 2366, 2368, 2370, 2372, 2374, 2376, 2378, 2380, 2382, 2384, 2386, 2388, 2390, 2392, 2394, 2396, 2398

ENGLISH LANGUAGE INSTRUCTOR

Khamis - Saudi Arabia
£16,161 tax free inc
1 Year Single Male Status Contract

Allied Medical Group are leading British health consultants in the Middle East, operating a number of prestigious programmes throughout the region.

We are now looking for an English Language Instructor with good experience to teach in the Training Centre at Khamis Mushayt, a new and attractive city with an enterprising and forward-looking business community.

The Centre, under the auspices of the Medical Services Department of the Saudi Defence Ministry, is responsible for the English language teaching and health skills instruction of both military and civilian trainees.

You will need to assist your students in meeting learning objectives that will include the technical and medical terminology related to their health training, as well as basic language skills.

With a BEd or appropriate degree in English or a foreign language, you must have a minimum of two years' experience in ESL teaching with, preferably, a background of involvement in an ESP programme or in vocational education. A familiarity with hospital environments, would be a distinct advantage, while a demonstrated ability to live and work abroad is essential.

You will be reporting to a Senior Instructor and there are possibilities for promotion within the Centre.

In addition to the salary quoted above (which includes a service award and is based on an exchange rate of 5.5 Saudi Riyals to £1) you will enjoy a wide range of benefits.

For further details, please contact Andrew Walker, Personnel Officer, Allied Medical Group Limited, 12-18 Grosvenor Gardens, London SW1W 0BZ (14673)



THE UNITED NATIONS INTERNATIONAL SCHOOL
seeks a new
DIRECTOR

UNIS is a coeducational day school, organized in 1947 not-for-profit as a service institution for United Nations and an independent New York City school. Current enrolment approx. 1,300, K-Grade 12. Two campuses, one in Manhattan, one in Queens (Long Island). Superb purpose-built facilities, fully equipped. Multi-national student body (112 countries) and staff. English-medium instruction with strong programme in other languages. Demanding academic curriculum offering the International Baccalaureate. Only highly qualified candidates sought, with experience in international setting, preferably in positions of comparable responsibility. Fluency in English required, and proficiency in other foreign languages desired; familiarity with IB desirable.

Appropriate salary and perquisites.

Deadline for applications and beginning of review: 16th March, appointment in April, to be taken up by 1st August 1987.

Applications to be accompanied by a full and detailed c.v. listing all professional appointments with at least one referee each, minimum of 3 professional references.

Applications and enquiries to Dr W. G. Mattern, Executive Secretary, European Council of International Schools, 218 Leman Street, Petersfield, Hampshire GU32 3EL, England. Tel: 44 739 68244 Telex 265871 MONREF G (ref 87/ECIL 001).

(03375)

TEACHERS REQUIRED IN SWEDEN

The International Section of the Boarding School of Siguna, Sweden, requires teachers for Mid August 1987 to teach the International Baccalaureate Programme (equiv. A-level standard) to 6th form (11th, 12th grades) students.

Applications for the following posts are invited:

— Mathematics possibly with Physics at 'O' level standard.

— Mathematics (Expertise in Computing Studies would be an advantage).

Qualifications: Candidates should be highly qualified teachers with a minimum of five years experience at the appropriate level. Teachers' training college required.

Salary and benefits: Salary negotiable, according to qualifications and experience.

Two months leave in the summer. Annual passage paid leave. Furnished accommodation provided. Initial contract for two years.

For further information contact Mr Åke Sjöman, tel. 769-50135.

Closing date for applications: February 28th, 1987.

Applicants should send up-to-date c.v., plus two letters of recommendation and a photograph to: The Headmaster, SIGUNASKOLEN, HUMANSISTISKA LÄROVERKET, Box 6, S-193 00 SIGUNA, Sweden.

OVERSEAS POSTS continued

GREECE

OMTROS' ENGLISH LANGUAGE SCHOOL
Required for Sept. 1987. Initial one year contract, qualified teachers of English. TEFL/DRAMA experience preferred. Readiness to assist with C.A.L.L. classroom environment welcome. Interviews: London April. Further info. available on request of C.V. and L.A. Write: P.O. Box 22, G.P. 19100, Myrina, Greece. 460000 (48064)

KUWAIT

Kindergarten, Infant and Junior Teachers required for established English Medium School. Free accommodation, passage, tax free salary and other benefits. Please send curriculum vitae, recent photograph and contact telephone number of self and references to: The Director, Flat 2, Ivory House, St. Georges Dock, London, E16 3AD. 460000 (30450)

St Paul's School (HMC) SAO PAULO, BRAZIL

This co-educational, independent non-profit making school, with 570 on roll, requires for mid-August 1987 the following staff:

- 1) Mathematician (SMP)
- 2) Physicist (Nuffield)

The successful applicants will teach across the 11-18 range, and be expected to contribute towards extra-curricular activities. 'O' levels (moving towards GCSE) are taken in the 8th Form and 1B in the 6th Form. The school has an outstanding examination record. Facilities and resources are excellent. Mainly British and Anglo-Brazilian students. Two year contract - renewable.

Candidates must be British subjects with a UK degree and a minimum of three years' teaching experience. A teaching spouse could be offered a post in the Infant or Junior section.

Salary (under review) in the range £2 300,000 to £40,000 per annum including annual bonus, contract allowance (£1 = £2 25). Other benefits include medical scheme, rent allowance, baggage allowance, terminal bonus, employer's share of UK superannuation.

Application forms and further details on request from Gabbittas-Thring Recruitment, 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

(11007)

Gabbittas-Thring

ACADEMIA BRITANICA CUSCATLECA

Apartado Postal 121, Santa Tecla, EL SALVADOR

Tel: (Int. + 503) 28-2011

Headmaster: Anthony J. McQuiggan

The Governors and Headmaster invite applications for the following posts from September 1987. Candidates should be qualified teachers with experience and good references. These posts are becoming vacant on the completion of extended contracts by present members of staff.

The school has a remarkable record of progress and stability during the last 15 years, and seeks enthusiastic teachers who can contribute to its development in the future. The school is a co-educational, private day school of 1350 pupils aged 3 to 18. There are 90 full time members of teaching staff of whom about 20 are British trained. The premises are purpose built on a 20 acre site, west of the capital, San Salvador.

The school is a centre for the International Baccalaureate and for the International General Certificate of Education. Its reputation is that very high.

- Posts:
1. Senior Master/Mistress (Main responsibility: Curriculum-service training).
 2. Heads of Junior/Infant Sections.
 3. Teachers of Junior/Infants.
 4. Heads of Departments: Mathematics, Humanities (Geography or Sociology), Science (Physics).
 5. Teachers of: English/Drama, Mathematics, Geography or Social Studies, French.

Further particulars from: A.C. Bennett, 48 Fernway Road, Thorpe Bay, Essex (SS9) to whom a full curriculum vitae and letter of application should be sent.

Interviews will be held on 27th and 28th of February at the Pasha Hotel, Heathrow, and on March 2nd and 3rd at the Royal Overseas Lodge, Park Place, St. James St., London, SW1A 1HS with the Headmaster.

Kamuzu Academy Malawi HMC Overseas Division

In 1987, a number of the founder members of staff of the boarding school in Malawi, established along the shores of Lake Malawi, have decided to leave the school to pursue other career opportunities. The best UK independent schools, will complete their annual contract and return home. The following posts will become vacant. Teaching is to GCSE and 'A' level.

SCIENCE DEPT: 1 Chemistry teacher and 2 Physics teachers. Modern well-equipped lab with ample assistance.

CLASSICS DEPT: Latin and Greek to at least 'O' level. Classics Dept is very strong and plays a major role.

ECONOMICS: To 'A' level.

MATHEMATICS: To 'A' level.

PRIMARY DEPT: Upper Juniors (children of expatriate staff).

DAME/DOMESTIC BURSAR: To take charge of boarding arrangements.

We have also recently advertised the following departmental Headships, for which applications are invited: **MATHS, SCIENCE, CLASSICS, P.E. and LIBRARY.** Candidates for academic senior school posts should be Home School graduates and have studied Latin or Greek at school for at least two years.

Initial three year contracts UK level salaries + 25% gratuity, excellent free furnished accommodation, educational allowances, passages, medical care, etc.

For details and forms, please contact Miss J. Hines, Gabbittas-Thring Recruitment, 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

Gabbittas-Thring

INSTITUTE OF PUBLIC ADMINISTRATION SAUDI ARABIA

ENGLISH LANGUAGE INSTRUCTORS

The I.P.A., a government institution for administrative development based in Riyadh and has branches in Jeddah and Dammam, all over substantial English Language Centres. The centres are generally equipped and offer a challenging variety of English language courses. Vacancies exist in all three locations for Instructors for 1987-88. Consideration will be given to married teaching couples.

+ QUALIFICATIONS: a first degree with a post-graduate qualification in TEFL/Applied Linguistics and appropriate teaching experience. Familiarity with the Middle East and experience of ESP, curriculum development, and programming for computer assisted language learning are welcome.

+ CONTRACT: annual, renewable, offering a basic monthly salary in the range 4000-6800 SR + 500 SR transportation allowance, local taxes. (1 Pound = 5.3 SR approx.)

+ BENEFITS: include annual round-trip tickets for teacher and family, free furnished accommodation, 45 days paid vacation plus holidays, education allowance, free medical care and end-of-contract gratuity.

Applicants should send a covering letter and CV to: The Director, English Language Centre, Institute of Public Administration, P.O. Box 205, RIYADH 11141, Saudi Arabia.

HEAD TEACHER - KUWAIT

THE ENGLISH SCHOOL, Kuwait, a private pre-preparatory school with around 300 pupils, almost all of British nationality, seeks to appoint a Head Teacher from September 1987.

It is essential that all candidates possess:

- A degree or appropriate teaching diploma.
- A minimum of ten years' teaching experience, preferably in private schools. Overseas experience an advantage.
- A successful record in school and staff management although not necessarily as a Head Teacher.
- A dedication to academic excellence.
- A valid driving licence.

An attractive salary package based on single or married status offered including free accommodation and annual air fares to successful applicant and family.

Closing date for applications is 2 March, 1987. Interviews will be held in London in April.

Please write to: International Language Centre, 1 Rivington Street, London W1A 3AS.

Enclosing your cv, a recent photo, the names and addresses of three referees and your daytime phone number. Short-listed candidates will be sent full details of the post.

— Licensed Employment Agency — Licence No. 55917

OVERSEAS POSTS continued

LONDON WIX

BERMUDA HIGH SCHOOL

Independent school with approximately 450 pupils. Requires for Sept. 1987. Initial one year contract, qualified teachers of English. TEFL/DRAMA experience preferred. Readiness to assist with C.A.L.L. classroom environment welcome. Interviews: London April. Further info. available on request of C.V. and L.A. Write: P.O. Box 22, G.P. 19100, Myrina, Greece. 460000 (30450)

KENYA

Grassroots School (Nairobi) requires the following vacancies for teachers for May 1987. Secondary School Teacher, Primary School Teacher, Full C.V. and recent photograph to: The Director, School of Foreign Languages, Bogazici University, Bebek P.K. 2, 80815 Istanbul. 460000 (49046)

ISTANBUL

BOGAZICI UNIVERSITY, SCHOOL OF FOREIGN LANGUAGES. English teachers are required for 1987-88 academic year, commencing August 1987. Instructors will teach in the English Preparatory Program preparing students for entrance to the English medium Bogazici University.

One year contract, with Turkish government. Net salary scale currently 300,000 to 600,000 Turkish Liras. Upward salary adjustments made yearly. Lodging at University for a nominal rent. Vacation total of 8-9 weeks per year.

Applicants should possess native speaker, university degree and preferably 5 years' TEFL experience. Further relevant experience and qualifications desirable.

Send for application package from: Director, School of Foreign Languages, Bogazici University, Bebek P.K. 2, 80815 Istanbul. 460000 (49046)

THE MODERN SCHOOL

350 on roll. Primary and Middle Schools. Applications are invited from suitably qualified single teachers or married teaching couples commencing September 1987. In all subjects in this school. Maths & Science posts are particularly positions of responsibility.

Salary range £7,000 - £11,000 (at current exchange rates) p.a. One year renewable contract. Benefits include: furnished air-conditioned house, car, electricity, water and gas, medical care, expatriate travel, London/Kuwait/London and gratuity on completion of service.

Send full CV (quoting 2 referees and contact telephone no.) recent photograph and self-addressed A4 envelope by SWIFTAIR immediately to: Kenneth Harvey, Principal, The Modern School, P.O. Box 17464, Khalifa, 74455 Khalifa, Kuwait. Interviews early April. (39540) 460000

SAUDI ARABIA

ENGLISH TEACHERS required for prestigious private school for boys and girls aged 9-18. B.A. T Ed. certification and min. 1 year experience required. Quick ground helpful. Males only. For further details and application forms, please contact: The Principal, Kuwait English School, P.O. Box 8940, Salimiya 22057 Kuwait. (03338)

ENGLISH MEDIUM SCHOOL

having 4 departments and 4 respective Headteachers - KG, Infant, Junior & Senior, invites applications from experienced single persons or married teaching couples without children for positions available in September 1987.

SENIOR DEPT. (O/A GCSE and new GCSE syllabus)
HEAD OF BIOLOGY, SENIOR HISTORY position, HEAD OF COMPUTING STUDIES, TEACHERS OF MATHS, TEACHER OF CHEMISTRY/GENERAL SCIENCE, TEACHER OF FRENCH TEACHER OF ENGLISH

JUNIOR DEPT.
Specialist MUSIC TEACHER (ability to teach brass instruments preferred)
Specialist P.E. TEACHER

INFANT DEPT.
Specialist MUSIC TEACHER also TEFL and/or REMEDIAL ENGLISH SPECIALIST

General Class teaching positions for primary stages: computer/science/mathematics/swimming expertise welcomed. Also TEFL experience.

Tax free salary, free, furnished air-conditioned accommodation and annual right home, modern well-equipped building.

Please forward full C.V., recent testimonials, names & addresses of two referees plus telephone numbers and a recent photograph to: The Principal, Kuwait English School, P.O. Box 8940 Salimiya 22057 Kuwait

(03338)

UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE

UWCSEA is a large (1300) mixed comprehensive secondary school preparing students for GCSE and the International Baccalaureate Diploma. For further information please contact the UWC International Office, 01-833 2626.

Head of Mathematics Faculty

(UWCSEA Scale 4) to lead a department of ten full-time teachers. Experience of pre-university courses (A Level, IB Higher and Further Maths) essential. Interest in the use of computers in Maths teaching and recent GCSE experience desirable.

Letter of application with detailed curriculum vitae and names and addresses of two referees should be sent to: The Headmaster, United World College of South East Asia, Pasir Panjang, P.O. Box 15, Singapore 9111.

To arrive not later than 20 February 1987. Information about the post itself and conditions of service will be sent to candidates selected for interview in London at the end of the following week. (3332)

QATAR ARABIAN GULF DOHA ENGLISH SPEAKING SCHOOL DOHA

REQUIRED FOR SEPTEMBER 1987, QUALIFIED AND EXPERIENCED JUNIOR AND INFANT TEACHERS.

The English speaking school is a well established purpose-built primary school catering for approximately 600 English speaking, mainly British, children, from the age of 4 to 11 yrs. Applicants should have at least two years relevant teaching experience and be prepared to take on a responsibility within the school and play an active part in extra-curricular activities.

The school offers:
Free furnished air-conditioned accommodation
Free electricity and water
End home leaves with air fares in the summer
End of service gratuity
Present salaries on a scale - QR 4,860 to QR 6,147
Found 1 = Approx. QR 6.8 at Jan '86

The initial contracts would run from September 1987 to August 1988. Interviews will be held in London between 18th and 24th March.

Please send a letter of application, curriculum vitae, the name and address of two referees and a recent photograph to: The Headmaster, Doha English Speaking School, P.O. Box 7660, Doha, Qatar, Arabian Gulf.

Closing date for application Friday 6th March 1987 (14493)

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HEAD OF BIOLOGY, SENIOR HISTORY position, HEAD OF COMPUTING STUDIES, TEACHERS OF MATHS, TEACHER OF CHEMISTRY/GENERAL SCIENCE, TEACHER OF FRENCH TEACHER OF ENGLISH

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Please send a letter of application, curriculum vitae, the name and address of two referees and a recent photograph to: The Headmaster, Doha English Speaking School, P.O. Box 7660, Doha, Qatar, Arabian Gulf.

Closing date for application Friday 6th March 1987 (14493)

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EDUCATION OFFICER

Salary Scale: £18,582-£19,581 p.a.

Applications are invited from education officers with a capacity for imaginative leadership, keen to improve their managerial skills and to extend their range of experience.

This is a fourth tier post and the vacancy arises from promotion to another Authority. Current areas of responsibility include Special Education.

Application forms and further details from the County Personnel Officer, East Sussex Council, County Hall, Lewes BN7 1RJ. Telephone Lewes (0273) 475400, ext. 698.

Informal enquiries about the position should be directed to Mr D. C. Nelson (Senior Education Officer) on Lewes 475400, ext. 323.

Closing date: February 25th.

East Sussex is committed to equal opportunities.



ADMINISTRATION L.E.A. CONTINUED

General County Inspector

(Further Education)
Salary: Southbury H.T. Group 8/9/10
- £16,785-£20,766

Applicants are invited for the post of General County Inspector (Further Education). Candidates should be suitably qualified and have wide experience of further education. Application form and further particulars available from: Chief Education Officer, Staffing Non-Teaching Section, Education Office, Tipping Street, Stafford ST16 2DH. To be returned by 20th February, 1987. (Please enclose s.a.e. for reply). Trade Union Membership is encouraged.

Staffordshire County Council

An equal opportunity employer

Personnel Officer

£19,830-£21,843

This is a new senior post with responsibility for personnel matters in the Education Department which has about 23,000 teaching and non-teaching staff.

The successful candidate will have qualifications and wide experience in personnel work. Experience in the Education Service would be an advantage.

Further particulars and application forms to be returned by 16th February 1987, from: Chief Education Officer (Staffing NC), Education Office, Tipping Street, Stafford, ST16 2DH.

Trade Union membership encouraged.

Staffordshire County Council

An equal opportunity employer

Education

To reflect the new and changed needs of the Education Service in Nottinghamshire, the senior structure of the Department has been expanded and re-organised. This has resulted in the following posts being vacant. With the exception of the posts of Education Officer (Personnel) and Assistant Education Officer, applicants should possess a good honours degree together with either successful teaching experience or other suitable qualification and senior management experience. All candidates (male or female) will be expected to demonstrate proven organisational, administrative and consultative skills.

Education Officer (Post Primary) (2 posts)

Special Local 2 £18,288-£19,462 p.a. Ref. PP/145. The postholders will take a leading role in the development and implementation of the Authority's policies in respect of Post 16 non-statutory education including the deployment of teaching and non-teaching staff and the allocation of resources. He/She will also be required to act on behalf of the Chief Education Officer on matters relating to the management and organisation of colleges both in respect of students and staff.

Education Officer (Development)

Special Local 1 £17,538-£18,672 p.a. Ref. DEV/145. The postholder will assist in the management of the implementation of the County Development Plan and the Education Committee's policy for the development of small primary schools. He/She will also be involved in the formulation and execution of the capital building programme, the allocation of resources and equipment to schools and reviewing and monitoring the accommodation needs of schools and colleges.

Education Officer (Special Needs)

Special Local 1 £17,538-£18,672 p.a. Ref. SN/145. The postholder will be responsible for the development, administration and co-ordination of Special Needs programmes, projects and initiatives together with the

formulation and management of a new strategy for the identification, statementing and placement of children and young people with special educational needs. The successful candidate will also have particular concern for developing the educational policy and practice relating to disruptive pupils.

Education Officer (Training and Personal Development)

PO 43-46 £15,627-£16,776 p.a. Ref. TPD/145. The postholder will be expected to make a significant contribution to the development of all the Department's staff both teaching and non-teaching and be responsible for designing and delivering staff training programmes based upon appraisal and a training needs identification system.

Education Officer (Personnel)

PO 38-41 £13,563-£14,862 p.a. Ref. PER/145. The postholder will be expected to support the Principal Education Officer (Personnel) and make a significant contribution to the development of the Department's policies and practices for the management of all Personnel matters. In particular, the postholder will assist in the implementation and monitoring within the Department of the Authority's Equal Opportunities Policy. Previous managerial experience within the personnel field is essential. An appropriate qualification (IPM/DMS) and a knowledge of the conditions of service for teaching staff would be advantageous.

Assistant Education Officer

PO 35-38 £12,555-£13,653 p.a. Ref. AEO/145. This post will provide excellent opportunities for a person to enter Education Administration. Traditionally, applicants have been sought from good honours graduates with successful teaching experience. However, professionally qualified and career minded applicants from other disciplines will also be considered. There are five such posts within the department including the vacancy which are used to support the work of professional officers within each of the Divisions. Ample opportunity exists for the successful candidate to gain progressive experience of all aspects of the education service. For all the above posts, relocation expenses where appropriate.

Application forms and further details are available from the Chief Education Officer at County Hall. Closing date 18 February. Please quote appropriate post title and reference when applying.

An Equal Opportunity Employer



Senior Education Officer

Further Education
c £23k

This progressive LEA is seeking to recruit an extremely able and energetic leader of its Further Education Service, capable of making a vital contribution to the development of Education Service as a whole. Detailed knowledge of current initiatives in further and higher education is essential for this 3rd tier post which is available because the present postholder has been appointed to manage FEHE in a major county.

All reasonable removal and relocation expenses will be met. Temporary housing (up to 51 weeks) and lodging allowance where the officer maintains two homes are also available.

This post is paid by reference to the salary range for Chief Officers and, subject to the anticipated increase, will be approximately £22,560-£24,582 per annum.

Further information and application form from Chief Executive and Town Clerks Department, PO Box 50, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XA. Tel. 01-861 912. Closing date 2.3.87.

Please quote ref. OGD/734/63.

London Borough of

Enfield

CYNGOR SIR DYFED COUNTY COUNCIL

EDUCATION DEPARTMENT

Technical Vocational Education Initiative

T.V.E.I. CAREERS OFFICER

NEWCASTLE EMLYN

Grade: Scale 6 £9,513-£10,164

This post is part of the development of the T.V.E.I. program which is established in the schools of South Ceredigion and North Preseli. Initially the appointment will be until August 1988.

The successful applicant, based at the Project Resource Centre Newcastle Emllyn, is required to function in conjunction with the Careers Service and make a positive contribution to the vocational aspects of curriculum development.

Following completion of the T.V.E.I. project, the Careers Officer will be incorporated into the establishment of the County Careers Service.

The role is a challenging one and will require initiative and creativity coupled with necessary experience as a Careers Officer.

The ability to communicate in Welsh is desirable. Possession of a car and current driving licence is essential for this post and travelling costs will be paid at the appropriate rate.

A job specification and application forms returnable by 28th February 1987, are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen.

ASSISTANT EDUCATION OFFICER (SCHOOLS)

£16,749 p.a.-£17,898 p.a.

Applications are invited for this important post from people with successful experience in teaching and educational administration. The person appointed will be expected to exercise initiative and contribute to policy making and development.

Application form and further details available from the Director of Education (PPO), Education Department, Taberner House, Park Lane, Croydon CR9 1TP. Tel. 01-760 5512.

Closing date: 20th February 1987.



BARKING COLLEGE OF TECHNOLOGY

CHIEF ADMIN OFFICER

A Chief Administrative Officer is required from 1st May. This is a senior non-teaching post in the College and holds managerial responsibility for all administrative services in the College including (acting) Clerk to the Governing Body and Secretary to the Academic Board.

The Post is graded PO2. Salary range - £12,555-£13,653 p.a. + £738 p.a. London Weighting.

Application form and further details from: Administrative Officer, Barking College of Technology, Dagenham Road, Romford, Essex, RM7 0XU (s.a.e. please). Telephone: Romford (0708) 66841. Closing date for applications: 20th February 1987.

Interviews will be held during the week beginning 9th March 1987.

LONDON & EAST ANGLIAN GROUP For GCSE

OFFICER-IN-CHARGE: GCSE (M)

Salary: £14,862
£1,395 London Weighting. If appropriate
Applications are invited for an Officer-in-Charge for GCSE (M) from 1 September 1987 or earlier. The post could be located in London (either WC1 or SW16) or Colchester. The appointment is for two years and possibly three.

Forms and further details should be requested by postcard from:

LEAG Lyon House,
104 Wandsworth High Street,
SW18 4LF

or by telephone 01-870 2144 Mrs Smith.
Closing date Friday 20 February 1987.

THE NATIONAL NURSERY EXAMINATION BOARD

ASSISTANT DIRECTOR

c. £15,000-£16,000 pa

The person appointed to this new post will carry responsibility for advising on the conduct of the affairs of a major examining and validating body. He/she will play a central role in the Board's development programme to assure the quality of the education and training of those who are intimately concerned with the care of young children in a wide range of settings.

Potential candidates will have the personal and intellectual qualities to develop the Board's schemes of education in this field and will probably have had recent experience in the training of Nursery Nurses at a college of Further Education or teaching experience in an allied and kindred subject area. Experience in curriculum development and/or in college administration will be a considerable advantage.

Further details from Robert Chantry-Price, Director, NNEB, Argyle House, 29-31 Euston Road, LONDON, NW1 2SD, to whom completed applications must be submitted by 28 February 1987.

The NNEB is an Equal Opportunities Employer.

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless:

1. The job is for the purpose of a private household or
2. It is a business employing fewer than six persons or
3. It is otherwise exempted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that their advertisements do not discriminate under the provisions of the Sex Discrimination Act.

ADMINISTRATION - LEA

LIVERPOOL EDUCATION DEPARTMENT
GENERAL ADVISER
(FTE)
BHT 10 (£19,260 - £20,766)

Liverpool Education Authority wishes to fill this post as soon as possible. The City Council is committed to further developing opportunities for young people and adults within further and higher education and the post will be within the Authority's Further and Higher Education Section.

The person appointed to this post will be expected to have particular interest in and knowledge of such education and training provision as CPVE and YFS and will be expected to develop such provision within the LEA. In addition, the successful candidate should be able to assist in the development and implementation of a strategy for monitoring and evaluating services and programmes within the whole of the LEA. There will also be opportunities to contribute to other areas of curriculum and staff development dependent upon the candidate's interests.

Interested persons can discuss the post informally with the Authority's Senior Adviser for Further Education, Mr Nick Farley on 051-224 804. An application form and further details can be obtained from the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 0BJ. The closing date for applications is 20th February 1987 and it is expected that interviews will take place within the following two weeks.

Liverpool City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

WEST SUSSEX AUTHORITY

HEALTH PROMOTION OFFICER (GCSE)

Salary: Scale 8 - £9,576

£1,684 per annum

This is a new joint funded post between the Health and Education Authorities which aims to increase the amount and quality of Health Education undertaken by schools and further education establishments in this district. The successful applicant will work through teacher support groups, to provide appropriate service training and disseminate information to schools. Candidates should preferably have a teaching background and possess the Diploma or Masters in Health Education. Good communication skills and the ability to motivate are also important. The person appointed will work as part of a newly developed Health Education Team.

Application form and job description available from the Personnel Department, Courland, Parklands Avenue, Clonville, West Sussex. Informal enquiries may be made by telephoning 01243 21471. Closing date: 18th February 1987.

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UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

This large international examining organisation intends to make the following new appointments associated with its Development Division.

TWO EXAMINATION DEVELOPMENT OFFICERS

The successful applicants, who are likely to be well organised, literate and articulate graduates with appropriate teaching and/or administrative experience, will be charged with promoting new initiatives and examination and curriculum development. One will be concerned with the coordination and development of the new International General Certificate of Secondary Education and the second will be directly involved in the development of language examinations. Salary in the range of £9,495-£16,760 (under review) plus University Superannuation Scheme, depending upon age and experience.

RESEARCH SUPPORT OFFICER

The successful applicant will be a good honours graduate, is likely to have had experience in the conduct of research associated with examinations and testing, and will have some experience in the use of applied statistics. Salary in the range of £9,495-£12,780 (under review) plus University Superannuation Scheme, depending upon age and experience.

CENTRAL SERVICES AND PLANNING OFFICER

The successful applicant is likely to be a good honours graduate, well-organised, literate and with experience in management services. Duties will include the preparation of papers on matters of policy, the supervision of an information gathering service and general support to the senior management of the Syndicate. Salary will be in the range of £11,275-£16,760 (under review) plus University Superannuation Scheme, depending upon age and experience.

ADMINISTRATION ASSISTANT

The successful applicant should be well organised and have the usual keyboard skills. Duties will include minute taking, report writing, proof reading, organisation of meetings and general administrative support to the Secretary to the Council for Examination Development. Salary in the range of £7,530-£9,880 (under review) plus University Superannuation Scheme.

Further details are available from the Secretary, Council for Examination Development, (reference RRM/A) 1 Hills Road, Cambridge CB1 2EU to whom applications (three copies) should be sent, together with the names of three referees, so as to reach him not later than Friday, 27th February 1987.

Child Care

NORFOLK HOUSEPARENTS

Caring couples to be responsible for a small group of young people. Personal qualities more important than experience or qualifications. Salaries by arrangement. Most placements at boarding school for disadvantaged children. Details from Principal, Old Rectory School, Norwich, Norfolk. Galdenham 882 (49041) 540000

Educational Psychologists

BEDFORDSHIRE EDUCATION SERVICE

An Educational Psychologist is required from 1st September 1987 at the southern Area Education Office, Luton. Candidates should have an Honours Degree in Psychology (or equivalent), at least two years teaching experience, and have completed appropriate postgraduate training. Salary: Southbury P.a. 4-25 £18,288-£19,462. Application form and further details available from D. P. J. Brown, C.B.E., M.A., Chief Education Officer, Bedfordshire Education Service, 142 High Street, Bedford MK42 9AF or Tel. Bedford 52444. Closing Date: 23rd February 1987. Equal Opportunities Employer. (49847) 560000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for Assistant Examiners posts for ENGLISH (LEVEL 1) for the June 1987 examinations. Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years recent relevant teaching experience. Application forms may be obtained from the Secretary, The Associated Examining Board, 100, Oldfield Road, Surrey GU2 5JY to whom completed forms should be returned no later than 27th February 1987. (49859) 600000

Somerset County Council AN EQUAL OPPORTUNITIES EMPLOYER

Somerset County Council
Somerset Education and Cultural Services Committee
Schools Psychological Service

Part Time

Educational Psychologist

(Fixed Term)

Salary Scale - Southbury 7 - £10,533 to £17,148

(initially 6 months)

Applications are invited for this fixed term (until 31st August 1988), 18½ hours per week post working in the Bridgwater area of Somerset.

The successful candidate will join a lively innovative team and will have opportunities for developing new initiatives. Applications should have a good honours degree in Psychology, postgraduate training and relevant teaching experience.

Application forms and further details from the Chief Education Officer, Staffing NT Section, Education Department, County Hall, Taunton, Somerset, TA1 4DY (see please).

Informal enquiries may be made to Bridgwater (0278) 451801 or Taunton (0823) 68818.

Closing date 20th February 1987

Ref: 145/151

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opportunities can land
elves on your doorstep



Please deliver a copy of The Times Educational Supplement
to me every Friday until further notice.

Name _____
Address _____

Signature _____ Date _____

[illegible]

Please deliver a copy of The Times Educational Supplement
to me every Friday until further notice.

Name _____
Address _____

Signature _____ Date _____